DOCUMENT RESUME

ED 380 590 CE 068 490

TITLE	Career Search. Technology Learning Activity. Teacher Edition. Technology Education Series.
INSTITUTION	Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE	91
NOTE	150p.
AVAILABLE FROM	Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TLA TE2104: $35; student edition, TE3104: $14; Career Search software: $155).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; Career Education; *Career Exploration; *Career Planning; Computer Oriented Programs; Instructional Materials; Integrated Curriculum; Intermediate Grades; Learning Activities; Learning Modules; Occupational Information; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Guides; *Technology Education; Vocational Interests

ABSTRACT

This packet of technology learning activity (TLA) materials on career search for students in grades 6-10 consists of a technology education overview, information on use, and the instructor's and student's sections. The overview discusses the technology education program and materials. Components of the instructor's and student's sections are described next. The instructor's section contains background information, suggested activities and resources, and expected learner outcomes. A lesson plan for the 8-day module includes assignments; equipment, tools, and supplies list; and facilities requirements or modifications. The following forms are provided: summary worksheet, pretest, posttest, test answers, and evaluation summary. A bibliography concludes the instructor's section. Topics are as follows: learning to use the Career Search program, personalized career search, finding education information, personalized college search, and finding area vocational-technical school information. The student section provides the following: summary of activities, assignments to turn in; goal; vocabulary; expected learner outcomes; list of objectives; list of related Technology Student Association competitive events; and academic and workplace applications reinforced by specific activities in this TLA. An optional activity concludes the student section. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 380 590

Technology Learning Activity

Technology Education Series

CAREER SEARCH

TLA TE-1104

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

B Frazier

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CE 068 490

CIMC

Teacher Edition

Oklahoma Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

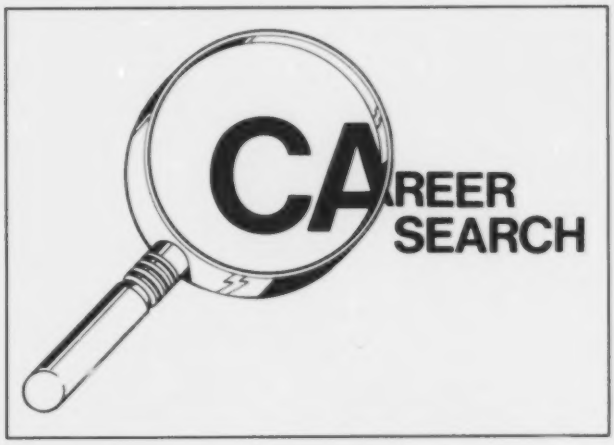
TECHNOLOGY EDUCATION

TECHNOLOGY LEARNING ACTIVITY

TE1104

CAREER SEARCH

Suggested Time: 8 Days



Developed by the
Curriculum and Instructional Materials Center
for the Technology Education Division
Oklahoma Department of Vocational and Technical Education

92-008617

©
Copyright 1991

Oklahoma Department of
Vocational and Technical Education
Curriculum and Instructional Materials Center

All rights reserved.

Printed in the United States of America by the
Oklahoma Department of Vocational and Technical Education
Stillwater, Oklahoma 74074-4364

This publication, or parts thereof, may not be reproduced in any form by photographic, electrostatic, mechanical, or other methods, for any use including information storage and retrieval, without written permission from the publisher.

Use of commercial products in these instructional materials does not imply endorsement by the Oklahoma Department of Vocational and Technical Education.

The Oklahoma Department of Vocational and Technical Education does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, or qualified handicap.

Cover photo courtesy NASA

TABLE OF CONTENTS

FOREWORD	4
PREFACE	5
ACKNOWLEDGEMENTS	6
TECHNOLOGY EDUCATION OVERVIEW	
About the Program	8
About the TLAs	10
About Ordering TLAs	12
Corrections and Suggestions	14
USING THIS PUBLICATION: INSTRUCTOR'S SECTION	
Background Information	15
Expected Learner Outcomes	15
Suggested Activities	17
Suggested Resources	18
Instructional Sequence	18
Equipment, Tools, and Supplies Summary Worksheet	18
Pretest and Posttest	19
Test Answers	19
Evaluation Summary	19
USING THIS PUBLICATION: STUDENT'S SECTION	
Introduction	20
Summary of Activities for the Day	20
Pretest Instructions	21
Assignments to Turn In	21
Goal	21
Words You Should Know	21
Expected Learner Outcomes	22
Objectives	22
Related TSA Competitive Events	22
Academic and Workplace Applications	23
Impact Statements	29
Career Search	30
Posttest Instructions	30
Skunk Works	31
HAZARD ALERT MESSAGES	32
INSTRUCTOR'S SECTION	35
STUDENT'S SECTION	

FOREWORD

What will be the careers of the future? The workforce of tomorrow will be shaped by the technologies being developed today. Students today need accurate, interesting information on growing technologies in order to make informed decisions about their futures.

It is our hope that this curriculum will help improve the quality of career decisions for our students. Students are introduced to a wide range of current, "cutting-edge" technologies and are encouraged to think critically about how those technologies influence their lives and futures. Today's students do not have to become the victims of "technological illiteracy," but instead can learn to anticipate technological developments and take positive steps to prepare for the future.

Technology Learning Activities provide students with the knowledge and an introduction to the skills they need for a positive learning and career experience. Every generation is faced with learning how to manage technological advances. Information gained through participation in the *Technology Education* program can help students develop a holistic view of technology on which to base their educational and career decisions.

Roy Peters, Jr., Ed.D., State Director
Oklahoma Department of
Vocational and Technical Education

Roger Stacy, Ed.D., State Supervisor
Technology Education
Oklahoma Department of
Vocational and Technical Education

PREFACE

We believe that one of the most effective ways to improve education is through the development and implementation of a sound instructional materials system. Technology Education instructional materials represent a new design for CIMC which recognizes the importance of graphic materials in the learning process.

Technology Education instructional materials are designed for 6th through 10th grade students. The design of these materials is based on current research on how people read and gain information from documents. The design is called "New Look" and integrates both graphics and text into a balanced presentation which is easy to use and follow.

Technology Education provides the student a look at what the world will be like in the future based on technologies in use and being developed today. Throughout the Technology Education instructional materials, the students are introduced to "cutting-edge" technologies that they will use and encounter in a working environment later in life. This exposure gives them a wide range of experiences on which to base career decisions.

This publication is intended as a starting point, from which the teacher can innovate, localize, and personalize in order to prepare students for their future. The *Technology Education* series of Technology Learning Activities was written with the realization that we are creating the workforce of tomorrow by how and what we teach about technology today.

Sherry Wietelman, Curriculum Development Specialist
Curriculum and Instructional Materials Center
Oklahoma Department of
Vocational and Technical Education

Charles F. Kemnitz, President
Atlatl Communications, Inc.

ACKNOWLEDGEMENTS

The Curriculum and Instructional Materials Center (CIMC) extends its appreciation to those individuals who played important roles in the development of Technology Learning Activity materials.

Generous thanks is extended to Lynn Hawkins and Jim Harder, both Technology Education teachers at Mayfield Junior High School, and to LaMecia Burden, Career Information Coordinator, for the time, talent and knowledge they contributed in determining the content of this Technology Learning Activity (TLA). We also extend our thanks to them for writing the pilot TLA upon which this TLA was based.

Thank you is also extended to the vocational educators who helped with field testing and contributed their expert input on indivdualized vocational instructional methods.

Alan Fillmore
Meeker High School

Jerry Lewis
Atoka High School

Ron Givens
Tulsa-Nimitz Middle School

We also thank the State Director, Dr. Roy Peters, Jr., and the Assistant State Director, Dr. Charles O. Hopkins, for their continued support throughout this project.

The school administrators who supported instructor participation in this project and/or allowed their facilities to be used as field test sites in this project deserve a special thank you, as well.

Chris Gillespie
Atoka High School

Brent Walden
Meeker High School

Marolyn Hunnicutt
Tulsa-Nimitz Middle School

Joe Shirley
Mayfield Junior High School

Oklahoma Department of Vocational and Technical Education Technology Education staff who provided leadership and direction on this project also deserve special recognition.

Roger Stacy, Ed.D.
State Supervisor
Technology Education

Donovan Bowers
Assistant State Supervisor
Technology Education

Harold Holley
Assistant State Supervisor
Technology Education

Special Recognition and gratitude is expressed to Dr. Charles F. Kemnitz who trained and coordinated the efforts of a team of technical writers on this project. His professionalism, dedication and commitment to quality instructional materials allowed us to design learning activities that students can readily use to explore new and existing technologies.

Only through the close cooperation of the Curriculum and Instructional Materials Center staff was this curriculum developed. Sincere thanks are shared with the CIMC coordinators.

Brenda Stacy, Ed.D.
CIMC Coordinator

Lynna Ausburn, Ph.D.
CIMC Development Coordinator

Special recognition and thanks are also extended to other individuals within the Oklahoma Department of Vocational and Technical Education (ODVTE) involved in the development and distribution process: Noel Wilcoxson, Duane "Frosty" Foster and Diane Ensign and their staffs at the ODVTE Print Shop; Bob Davis and staff artist Kathryn Moore for the cover design; Darrel Stiles and his staff in the ODVTE Warehouse for packaging and coordinating transportation and distribution of these materials; and Rose Primeaux and her staff in Word Processing.

Finally, a big thank you to all ODVTE team members who offer their support on a daily basis in "behind-the-scenes" ways but never seem to be recognized for their contributions: Suzanne Perry and Terri Tomson, CIMC secretaries; Karen Heppel and Shirley Hill, Technology Education secretaries.

Sherry Wietelman
Curriculum Development Specialist
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and Technical Education

TECHNOLOGY EDUCATION OVERVIEW

About the Program

Because the American culture is distinctly characterized as technological, it becomes the function of our schools to give every student an insight into and an understanding of the technological nature of the culture. Technology Education strives to perform this function.

Technology Education in Oklahoma is an instructional program that provides young men and women (grades 6 - 10) with daily, hands-on exploratory experiences and insights into technology and career opportunities so that they can make meaningful occupational and educational choices. It is a program which can enhance the educational experience of all students, whether they are the valedictorian/honor-type student, the middle range/average student, or the student who has found little success in school, namely the at-risk student.

Technology Education acquaints all students with their technological environment so they can make rational decisions about their own lives on a day-to-day basis and participate in controlling their own destiny. The program directs students to related technological and industrial fields, enabling students to realize their full potential and make maximum use of their individual talents in fulfilling career goals in their selected areas of employment.

Technology education capitalizes on the individual's potential for reasoning and problem solving, for imagining and creating, and for constructing and expressing through the use of tools and materials related to technology. It develops content and

TECHNOLOGY EDUCATION OVERVIEW

experiences to contribute to the growth and developrnent of students commensurate with their potential. Thus, Technology Education is a basic and fundamental study for all persons in regard to career explorations and educational opportunities.

Opportunities to develop and apply leadership, social, civic, and technologically related skills are provided through the Technology Student Association (TSA). TSA is the appropriate vocational student organization identified as a teaching tool for teachers to use in assisting students to achieve identified course competencies. Competency-based activities are an integral part of the instructionl program.

All Technology Education courses are taught in a one-period block of time (45-55 minutes), with each of the four Technology systems (communication, construction, manufacturing, and transportation, energy and power) being designed to provide a means through which other courses such as math, science, English, and social studies can be applied in a practical manner within a technology-based situation. Teaching across the curriculum is vital to the success of a Technology Education program.

TECHNOLOGY EDUCATION OVERVIEW

About the TLAs

The *Technology Education* series consists of 40 Technology Learning Activities (TLAs) for instruction and a supplemental activities book. Each TLA is divided into two parts: an instructor's guide and a student guide. The instructor's guide provides an overview of Technology Education, a summary of activities and supplies needed for students to complete the Technology Learning Activity, a supplies and materials worksheet for the instructor, an overview of the particular TLA, written exam answer sheets, and evaluation summary for the TLA.

Master copies of the evaluation summary sheets, pretest and posttest, and supplies and materials worksheets are provided with this instructors edition of the TLA. These sheets may be reproduced for classroom use.

All of the TLAs focus on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

TLAs are designed for use in more than one class period of instruction. Careful study of each TLA by the instructor will help her or him determine the following:

- Skills to demonstrate
- Supplies and equipment needed

TECHNOLOGY EDUCATION OVERVIEW

- Amount of time needed for student practice
- Workstation Bookshelf, Instructor's Reference Materials, and a bibliography are provided for supplemental resources
- Supplementary materials, including print and non-print media to order
- Resource people to contact
- Facility modifications which may be necessary to administer the TLA

Each TLA is based on performance objectives. Performance objectives are specific, stating the performances necessary to meet the goal of the TLA.

The overall goal of the unit tells what the student should be able to do and what standard will be used to determine whether the student has achieved competency. The specific objectives outline the sequence of the competencies required to meet the TLA goal. The competencies may be either cognitive, requiring knowledge only, or psychomotor, requiring knowledge and skill.

TECHNOLOGY EDUCATION OVERVIEW

About Ordering TLAs

Additional TLAs in the *Technology Education* series may be ordered through the Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, OK 74074-4364. Phone 1-800-522-5810.

NOTE: The 1100- and 1200-series numbers given on the next page are for ordering TLA Instructor's Editions; to order Student Editions, change the first two numbers to 31 (for 8-Day TLAs) or 32 (for 6-Week TLAs).

TECHNOLOGY EDUCATION OVERVIEW

TLA Title	Order No.
8-DAY TLAs	
Aerospace and Flight	TE1117
Agricultural Education	TE1123
Audiovisual Programming	TE1131
CAD — Autocad Release 10	TE1114
Career Search	TE1104
Drafting	TE1134
Electricity — Principles and Applications	TE1105
Electronic Publishing	TE1135
Electronics (CES)	TE1106
Fluidics Technology	TE1116
Health Occupations	TE1124
Home Economics	TE1125
Introduction to VoTech	TE1122
Introduction to Animation	TE1132
Keyboarding and Computer Application	TE1115
Laser/Fiber Optics/Holography	TE1129
Lasers Technology	TE1103
Marketing Education	TE1126
Material Processes — Plastics	TE1133
NASA Aerospace-Spacelink	TE1111
Photography	TE1130
Problem Solving	TE1110
Research and Design	TE1101
Residential Construction	TE1121
Robotics — Control Technology	TE1112
Robotics — ProArm	TE1113
Safety	TE1107
Structural Engineering	TE1102
Synergetic Technology	TE1120
Technical Report Writing	TE1118
Technology Challenge	TE1109
Thermal Screen Printing	TE1119
Trade and Industrial Education	TE1127
TSA Leadership	TE1108
Vocational Business	TE1128
6-WEEK TLAs	
Animator	TE1203
CAD/Board Drafting	TE1201
Control Technology	TE1202
Electronics/Electricity/Robotics	TE1204
Electronic Publisher	TE1205

TECHNOLOGY EDUCATION OVERVIEW

Corrections and Suggestions

CIMC wants to provide Technology Education instructors and students materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications or have suggestions for improving their usefulness, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum Development Coordinator
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

USING THIS PUBLICATION

INSTRUCTOR'S SECTION

Background Information

The background information component provides instructors with basic information about the subject of the TLA. Instructors are encouraged to use suggested resources for additional information on the specific technology used in each TLA.

Expected Learner Outcomes

There are 19 Expected Learner Outcomes for the *Technology Education* series. Not every TLA fulfills all 19 Expected Learner Outcomes, so outcomes specific to each TLA are listed in the Instructor's Section and in the Student's Section. The 19 Expected Learner Outcomes for the *Technology Education* series are:

- The student will know and appreciate the importance of technology and technological literacy.
- The student will explore career opportunities so they can make meaningful occupational choices.
- The student will explore future educational opportunities so they can make meaningful educational choices.
- The student will apply problem solving and critical thinking techniques.
- The student will apply math, science, reading, and other school subjects in a practical situation.
- The student will develop keyboarding and computer literacy skills.

USING THIS PUBLICATION

INSTRUCTOR'S SECTION

- The student will develop basic skills in the safe and proper use of tools, machines, materials, processes, and technical concepts.
- The student will recognize and develop individual talents.
- The student will think logically and sequentially.
- The student will develop leadership, creative abilities, positive self-concepts, and individual potential in a technological society.
- The student will become a more sophisticated consumer of the goods and services of a technological society.
- The student will adjust to a changing technological environment.
- The student will develop an understanding and the ability to adapt to those technological forces that influence life in the 21st Century.
- The student will develop an understanding of economic development.
- The student will communicate by making clear and relevant points through the development of mental process skills.

USING THIS PUBLICATION

INSTRUCTOR'S SECTION

- The student will apply design, imagination, and creative abilities.
- The student will learn applications of lifelong learning skills.
- The student will think globally and act locally.
- The student will explore the organization and management systems of business and industry.

Suggested Activities

The suggested activities component is to assist during the preparation stage of the teaching/learning process. The activities provide suggestions for preparation and evaluation during the instructional process. The instructor should read the suggested activities before assigning the TLAs to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resource persons. Duties of the instructor will vary according to the particular TLA.

USING THIS PUBLICATION	INSTRUCTOR'S SECTION
Suggested Resources	Suggested resources include people and print and non-print media that may be used with the TLA. References used during the development of each TLA are also provided. The instructor can use suggested resources and TLA references to supplement her or his knowledge of the subject to help students with particular interests or objectives in the area covered. Please note that suggested resources and references listed in this publication existed when this publication was written. CIMC assumes no responsibility for providing these materials and cannot ensure the availability of these materials as individual vendors, manufacturers, and publishers may discontinue these products at any time.
Instructional Sequence	This component provides instructors with daily lesson plans for the TLA. Included in the instructional sequence component are suggested daily assignments and equipment, tools, and supplies that will be needed for each student. A column for facility requirements or modifications is provided for each instructor. This component is provided as a guide to plan for and monitor students' progress through the TLA.
Equipment, Tools, and Supplies: Summary Worksheet	This component is provided as a planning tool for instructors. It provides instructors with a list of the necessary equipment, tools and supplies to support student activities and provides specific information for budgeting purposes.

USING THIS PUBLICATION	INSTRUCTOR'S SECTION
Pretest and Posttest	These components provide criterion-referenced evaluation of the objectives listed in each TLA. If objectives or activities have been added, deleted, or modified, appropriate changes should be made on the tests.
Test Answers	This component is provided to assist instructors in evaluating student performance on written tests.
Evaluation Summary	This component is provided to assist instructors in summarizing the performance of each student on an individual basis. The evaluation summary forms are also provided as photocopy masters for the instructor's use.

USING THIS PUBLICATION

STUDENT'S SECTION

Introduction

Daily activities are the step-by-step procedures students will follow to complete the learning experience. Each TLA is organized by daily tasks and activities. Students are able to pace their progress through the TLA by referring to the activities for the day.

Within the daily activity pages are components common to all TLAs.

Summary of Activities

A Summary of Activities page begins each day of the TLA. This page provides several important pieces of information for both the student and instructor.

❶ In the left column this page provides the student with a list of activities to be accomplished that day.

❷ In the right column the major Academic and Workplace Application which applies to that day's activities is graphically indicated with a standard icon.

❸ Below the icon is a list of specific skills reinforced during that day's activities.

USING THIS PUBLICATION	STUDENT'S SECTION
Pretest Instructions	The students are required to take a Pretest as one of the first day's activities. The instructions for the Pretest are given in this section.
Assignments to Turn In	Day One includes a list of all assignments the students are expected to turn in during or at completion of the TLA. This list includes all tests, activities, and products covered in the TLA.
Goal	On Day One, following the assignments checklist, is a concise statement of the overall goal of the TLA. This statement summarizes the purpose for completing the TLA and encourages the student to think about the broader implications of the learning experience.
Words You Should Know	The first day's activities includes a glossary of unfamiliar technical terms used in the TLA. Often these terms are necessary for the student in order to accurately follow instructions in the activity procedures. The students should be encouraged to review this glossary and refer to it often during the course of the TLA.

USING THIS PUBLICATION	STUDENT'S SECTION
Expected Learner Outcomes Reinforced by this TLA	As stated in the guide to the Instructors Section, there are 19 identified Expected Learner Outcomes associated with the *Technology Education* series. This section of Day One activities lists the Expected Learner Outcomes that specifically apply to the TLA. A student who reviews this list will gain a better understanding of the scope of experiences and skills to be gained from the TLA.
Objectives	Each TLA is made up of a set of measurable objectives. In this section on Day One, students are given a list of all the objectives addressed in the TLA. This list can serve to introduce students to the "flow" of the TLA as they build introductory skills in a technology.
Related TSA Competitive Event(s)	Each TLA may be used by students to begin work toward completion of a Technology Student Association competitive event. Some TLAs are tied to a specific TSA event; other TLAs may be used with several events. This Day One section gives the student and instructor a list of appropriate TSA events which the TLA may support. TSA competitive events promote leadership development, and an understanding that winning isn't everything but involvement is. Events are staged at Local, Regional, State, and National levels through which the student may progress.

USING THIS PUBLICATION

STUDENT'S SECTION

Academic and Workplace Applications

The curricular content and activities found in this Technology Learning Activity help students apply academic and workplace competencies. These competencies include: Reading Skills, Writing Skills, Mathematics Skills, Science Skills, Oral Communications Skills, Interpersonal or Relating Skills, Creative Thinking and Problem Solving Skills, Employability Skills, and Social Studies Skills.

Preparing students to enter successfully into today's world ...

Preparing students to enter successfully into today's world of work offers vocational education a substantial challenge. The contemporary workplace is characterized by constant and rapid technological change and by increasing job complexity and skill intensity. Due to rapid technological advancement, the half-life of work skills is now reduced to a bare three to five years. Out of this new workplace environment has arisen a growing national awareness of the critical importance of an American workforce armed with the skills necessary to survive in a competitive economy.

... emergence of a renewed emphasis on basic academic skills ...

One result of this national awareness has been the emergence of a renewed emphasis on basic academic skills in all areas of education. Pressure to increase academic skill development is being placed on education by both legislative action and industry mandate. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 sets stringent academic and workplace skill requirements for vocational education. State legislatures are increasingly requiring basic skills accountability by teachers and school administrators.

USING THIS PUBLICATION

STUDENT'S SECTION

... expected learner outcomes are being implemented with increasing frequency.

Graduation exams, minimum competency requirements, and expected learner outcomes are being implemented with increasing frequency. In addition, business and industry are delivering the message clearly to educators that vocational competence now requires increased strength in academic and workplace skills.

The issue of basic skills ... was successfully addressed in a national three-year study ...

The issue of the basic skills currently required in the work place was very successfully addressed in a national three-year study conducted jointly by the American Society of Training and Development (ASTD) and the U.S. Department of Labor (DOL). The findings of this study were published in 1990 in the book, *Workplace Basics: The Essential Skills Employers Want.*

... research indicates clearly that American employers ... need a variety of skills ...

The ASTD/DOL research indicates clearly that American employers have discovered that their workforces need a variety of skills that include, but are not limited to, the classic academic trio of reading, writing, and computation. Employers now are also looking for competence in areas such as "learning to learn," problem solving and critical thinking, interpersonal and teamwork skills, oral communication and listening techniques, and the social and personal management skills that demonstrate a capacity for independence and responsibility in on-the-job performance.

USING THIS PUBLICATION

STUDENT'S SECTION

... business and industry have expanded and re-defined "workplace basics."

It is clear that the requirements of today's business and industry have expanded and re-defined "workplace basics." It is in line with this re-definition, and with the competency requirements of current education legislation, that the Oklahoma Department of Vocational and Technical Education has chosen to address "basic skills" in the instructional materials produced by its Curriculum and Instructional Materials Center.

CIMC materials contain information and activities which develop academic and workplace application competencies ...

It is not a new development for CIMC materials to contain information and activities which develop academic and workplace application competencies in students undertaking vocational programs. What is new is the specific marking, or flagging, of items in our instructional materials that address academic and workplace application skills.

To assist teachers and students in identifying activities which promote academic and workplace skills ...

To assist teachers and students in identifying activities which promote academic and workplace skills development, CIMC has implemented a marking system which uses simple graphic symbols, or icons. These icons are located in the right margins of Activity Sheets. The following is an explanation of the icons and the kinds of academic and workplace application activities they indicate.

USING THIS PUBLICATION

READING SKILLS: Skills involving use of print resource material for obtaining and applying information.

WRITING SKILLS: Skills involving written communication of processes, information, or ideas.

MATHEMATICS SKILLS: Skills involving computation, calculation, and interpretation of numerical data.

STUDENT'S SECTION

Current vocational education literature indicates that functional literacy as a workplace basic needs to be defined in terms of reading competencies actually required for job performance. The activities identified with this icon as addressing reading skills in CIMC materials deal specifically with developing reading skills in an applied, job-related context. These range from general information-gathering activities to tasks requiring use of specific technical reference materials. Many contain a "learning to learn" aspect, which promotes engaging actively and purposefully in vocationally relevant enquiry.

Tasks identified with this icon promote development of skills in written communications. As with reading skills, the writing skills emphasized in CIMC materials have a vocational context. They include filling out forms, keeping work activity records, writing simple memos and letters, generating more complex reports and articles, and written expression of ideas and concepts related to vocational performance or exploration.

This icon identifies activities which develop vocationally-related skills in computation, measurement and estimation, selection and application of appropriate mathematical processes, and collecting, displaying, or interpreting data.

USING THIS PUBLICATION

STUDENT'S SECTION

SCIENCE SKILLS: Skills involving mastery and application of scientific information or theory.

This icon marks activities which are related to the development of skills in either the physical or biological sciences. These skills stress occupationally-related applications of science and technology.

ORAL COMMUN -ICATION SKILLS: Skills involving speaking and listening.

Activities marked with this icon promote development of effective speaking and listening. They include practice in such areas as speaking techniques, word choice, non-verbal messages, use of communication media, and using active listening techniques. Many of these activities promote "learning to learn" skills in verbal enquiry.

INTER-PERSONAL OR RELATING SKILLS: Skills involving working and getting along with others.

Activities which deal directly with skills in relating to others are marked with this icon. This includes areas such as multi-cultural awareness, group processes and dynamics, negotiation, dealing with conflict, cooperation and teamwork, values and attitudes, and leadership and motivation.

USING THIS PUBLICATION

STUDENT'S SECTION

CREATIVE THINKING AND PROBLEM SOLVING SKILLS: Skills involving comprehending, applying, analyzing, and developing complex ideas and situations.

This icon identifies activities which stress development of higher-order thought processes such as problem identification and analysis, lateral thinking, evaluating alternatives, developing solutions, examining assumptions, and evaluating outcomes.

EMPLOY-ABILITY SKILLS: Skills involving choosing, obtaining, and succeeding in a career.

Activities marked with this icon relate to competencies required to obtain employment and develop a career. These competencies include specific occupational tasks. They also include items such as career analysis and selection, job searching, completing applications and resumes, interviewing, and business etiquette and personal management skills required for job-keeping and maturing in one's work. Examples of the latter category include personal presentation, self-discipline, work accuracy, reliability, discretion, punctuality, stress handling, judgement, confidence, etc.

SOCIAL STUDIES SKILLS: Skills involving investi-gation and application of social concepts.

This icon marks activities which stress competencies in fields relating to human society and its distribution and relationships. This includes areas such as history, geography, government and politics, economics, psychology, sociology, demographics, current events, cross-cultural studies, consumer issues, environmental issues, and ethical concerns in science and technology.

USING THIS PUBLICATION

Impact Statements

STUDENT'S SECTION

There are five areas of human culture that each TLA impacts. These impact statements appear during Day Eight, after the student has gained some familiarity with the technology.

1. *ENVIRONMENTAL IMPACT:* A statement introducing the student to the impact of the technology on the environment.

2. *SOCIAL/CULTURAL IMPACT:* A statement concerning the impact of the technology on society and culture.

3. *ECONOMIC IMPACT:* A statement concerning the impact of the technology on the economy.

4. *POLITICAL IMPACT:* A statement concerning the impact of the technology on politics, laws, and regulations, and the impact of politics on the development of the technology.

5. *ERGONOMIC IMPACT:* A statement concerning the ergonomic implications of the technology. Ergonomics is the study of developing products and systems that meet peoples' needs.

USING THIS PUBLICATION

STUDENT'S SECTION

Impact Statements offer the student the opportunity to see beyond the activities in the Technology Learning Lab and glimpse the real-world applications of the technology.

Career Search

Also on Day Eight, the students are given the assignment of investigating several career opportunities related to the technology of the TLA. The investigation is done with *Career Search Abstracts.* A list of up to five related careers is given, followed by pages from *Career Search Abstracts* that detail the career qualifications and work environment. The student is required to choose two related careers, read the appropriate abstracts, then write a short essay about why that career may be appealing.

Posttest Instructions

The students are required to take a Posttest as one of the last day's activities. The instructions for the Posttest are given in this section. The score for the Posttest, compared to the score for the Pretest may be compared to help determine the student's gain during the TLA.

USING THIS PUBLICATION

Skunk Works

STUDENT'S SECTION

Skunk Works, a Day Eight optional activity, include instructions that could be used for solving problems or reinforcing the enrichment of learning.

The term Skunk Works was coined by engineers at 3M Corporation in the mid-1960s. Some engineers wanted to develop a new product, but company management would not give them the time or money to work on the project. So the engineers "borrowed" time and money from approved projects to work on their "Skunk Works." When they finished developing the product, they presented it to management and it has been a 3M product ever since. The product: Velcro fasteners.

HAZARD ALERT MESSAGES

The Daily Activities include hazard alert information specific to the Activity. These messages should be discussed carefully and thoroughly. The Hazard Alert Message system used in the TLA is based on the American National Standards Institute (ANSI) Standard Z535, which provides for five levels of alert.

Students are introduced to the ANSI Hazard Alert Message system as an activity in the Safety TLA (TE1107/TE3107). This system was adopted by ANSI as the standard in 1990 and will be the hazard alert system in use when students reach the workplace.

Hazard Alert Messages in the TLA are indicated both by the color red and graphically. There are three types of hazard alert graphics used in the TLA:

Hazard Alert Symbol

This Hazard Alert Symbol is used with the words DANGER, WARNING, and CAUTION. ANSI defines these words as:

DANGER indicates an imminently hazardous situation which, if not avoided, will result in death or serious injury.

WARNING indicates a potentially hazardous situation which, if not avoided, could result in death or serious injury.

CAUTION indicates a hazardous situation which, if not avoided, may result in minor or moderate injury.

HAZARD ALERT MESSAGES

Injury Hazard Graphic

There are two types of graphics used in conjunction with the hazard alert symbol. This type of graphic depicts a specific injury that may be expected if the hazard described in the alert is not avoided.

Avoidance Graphic

This second type of graphic is called an avoidance graphic. It depicts an action the student should take in order to avoid injury.

There are two other ANSI words used in the TLAs and the students should understand their meanings:

NOTICE indicates an action that could result in damage to property or equipment.

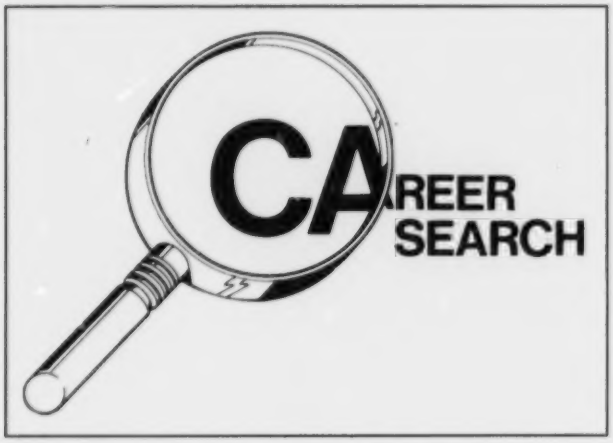
IMPORTANT indicates an instruction that can help the student do a better job.

TECHNOLOGY EDUCATION

CAREER SEARCH

TE1104/TE3104

INSTRUCTOR'S SECTION



BACKGROUND INFORMATION

New developments in technology and an ever-increasing volume of information provide today's students with a large variety of work opportunities to fit their talents and interests. The *Career Search* program introduces students to some career and job options by allowing the students to select personal interests and work preferences. The program then identifies those careers that fit the students' choices.

The *Career Search* program performs the same function when the students are asked to choose from various educational options that include school type, size of the city where the school is located, and educational costs.

INSTRUCTOR'S SECTION

SUGGESTED ACTIVITIES

INSTRUCTOR'S SECTION

PREPARATION

✓ Obtain materials to supplement TLA

NOTE: See Suggested Resources for computer software and books to supplement this module.

✓ Review instructional outline for this TLA. Modify time frames to suit class needs and plan activities for each class period.

✓ Study the specific objectives to determine those you will cover in your presentation. Decide also which objectives should be taught to which students.

✓ Determine scope and sequence of objectives that you add. Design and develop support materials, including evaluation techniques, for additional objectives.

✓ Determine how you will schedule time for students to demonstrate competence in the required procedures.

✓ Make arrangements for guest speakers. Supply speakers with specific objectives and other appropriate sections of this TLA.

SUGGESTED RESOURCES

U.S. Department of Labor. Bureau of Labor Statistics. 1990. Bulletin 2350. ***Occupational Outlook Handbook***. Washington, D.C.: Government Printing Office.

Exploring Careers, rev. 1990-1991 ed. Indianapolis, IN: JIST Works, Inc., 1990.

Dictionary of Occupational Titles. Reprint. Indianapolis, IN: JIST Works, Inc., 1988.

INSTRUCTOR'S SECTION

WORKSTATION BOOKSHELF

Instructional Sequence	Technology Education: Career Search		
	Assignments	**Equipment, Tools, and Supplies**	**Facilities Requirements/ Modifications**
Day 1	Take Pretest Read and study Objectives: Expected Learner Outcomes: Academic and Workplace Applications; and Introduction to Careers Complete Study Questions Complete Activity 1: Learning to use Career Search	Computer score card/sheet for Pretest and Study Questions #2 Pencil Computer with Career Search program (Computer should be IBM compatible with a 20 megabyte hard drive and at least 640K of RAM.)	
Day 2	Complete Activity 2: Learning to use Career Search	Computer with Career Search program (1991 version)	
Day 3	Complete Activity 3: Personalized occupation search	Computer with Career Search program and printer with paper #2 Pencil Notebook paper (1 sheet)	
Day 4	Complete Activity 4: Using Career Search to find education information	Computer with Career Search program and printer	
Day 5	Complete Activity 5: Personalized college search	Computer with Career Search program and printer with paper #2 Pencil Notebook paper (1 sheet)	

BEST COPY AVAILABLE

Instructional Sequence	Technology Education: Career Search		
	Assignments	**Equipment, Tools, and Supplies**	**Facilities Requirements/ Modifications**
Day 6	Complete Activity 6 Using Career Search to find AVTS information	Computer with Career Search program and printer with paper #2 Pencil Notebook paper (1 sheet)	
Day 7	Complete Activity 7 Plan of Action	#2 Pencil Plan of Action form	
Day 8	Complete Activity 8 Letter to a college asking for information Read Impact Statements Take Posttest Turn in Pretest Posttest Study Questions Spelling Test and Plan of Action form	Computer with Career Search program and printer with paper Computer score card/sheet for Posttest and Spelling Test #2 Pencil	

BEST COPY AVAILABLE

SUMMARY WORKSHEET

INSTRUCTOR'S SECTION

Equipment, Tools, and Supplies
Summary Worksheet

Equipment, Tools, and Supplies	Per Student	Per Period	Total Needed	Special Considerations	Cost per Student	Cost per Period	Total Cost	Special Considerations
Computer with Career Search program, 20 megabyte hard drive and a printer	1							
#2 Pencil	1							
Notebook paper	3 sheets							
Plan of Action form	1							
Application Form	1							

BEST COPY AVAILABLE

EXPECTED LEARNER OUTCOMES

- The student will know and appreciate the importance of technology and technological literacy.
- The student career opportunities so you can make meaningful career choices.
- The student will explore future educational opportunities so you can make meaningful educational choices.
- The student will apply problem-solving and critical thinking techniques.
- The student will develop keyboarding and computer literacy skills.
- The student will recognize and develop individual talents.
- The student will think logically and sequentially.

INSTRUCTOR'S SECTION

EXPECTED LEARNER OUTCOMES

- The student will communicate by making clear and relevant points through the development of mental process skills.
- The student will learn applications of lifelong learning skills.
- The student will think globally and act locally.

INSTRUCTOR'S SECTION

PRETEST

1. Approximately how many hours will you have spent in school by the time you graduate from high school?

   a. 12,000
   b. 70,000
   c. 17,000
   d. 22,000

2. Aircraft mechanic and deckhand are two occupations from which cluster?

   a. construction
   b. manufacturing
   c. communications
   d. transportation

3. What do the initials AVTS represent?

   a. Advanced Training School
   b. American Vo-Tech School
   c. Area Vocational School
   d. none of the above

4. Which of the following is included in the occupational search windows?

   a. working conditions
   b. career clusters
   c. education
   d. all of the above

INSTRUCTOR'S SECTION

PART 1

PRETEST

INSTRUCTOR'S SECTION

PART 2

5. How many occupations are listed in Career Search?

   a. 150
   b. 327
   c. 392
   d. none of the above

6. Does the occupation, Aircraft Mechanic, have a related military occupation?

   a. Yes
   b. No

7. If you use the college search menu, which college is not in the Pacific region?

   a. Alaska
   b. Arizona
   c. Colorado
   d. Oklahoma

8. Which AVTS does not offer courses in food management?

   a. Canadian Valley
   b. Caddo-Kiowa
   c. Red River
   d. none of the above

PRETEST

9. The major reason that people work is to make money.

   a. True
   b. False

10. You should use the arrow keys on the computer to access submenu options when using Career Search.

    a. True
    b. False

Spaces 11-15 on the answer sheet will be used for Study Question Answers.

INSTRUCTOR'S SECTION

PART 3

POSTTEST

16. Approximately how many hours will you have spent in school when you graduate from high school?

    a. 12,000
    b. 70,000
    c. 17,000
    d. 22,000

17. Aircraft mechanic and deckhand are two occupations from which cluster?

    a. construction
    b. manufacturing
    c. communications
    d. transportation

18. What do the initials AVTS represent?

    a. Advanced Training School
    b. American Vo-Tech School
    c. Area Vocational School
    d. none of the above

19. Which of the following is included in the occupational search windows?

    a. working conditions
    b. career clusters
    c. education
    d. all of the above

INSTRUCTOR'S SECTION

PART 1

POSTTEST

INSTRUCTOR'S SECTION

PART 2

20. How many occupations are listed in Career Search?

    a. 150
    b. 327
    c. 392
    d. none of the above

21. Does the occupation, Aircraft Mechanic, have a related military occupation?

    a. Yes
    b. No

22. If you use the college search menu, which college is not in the Pacific region?

    a. Alaska
    b. Arizona
    c. Colorado
    d. Oklahoma

23. Which AVTS does not offer courses in food management?

    a. Canadian Valley
    b. Caddo-Kiowa
    c. Red River
    d. none of the above

POSTTEST

INSTRUCTOR'S SECTION

PART 3

24. The major reason that people work is to make money.

    a. True
    b. False

25. You should use the arrow keys on the computer to access submenu options when using Career Search.

    a. True
    b. False

POSTTEST

26. self-esteem
27. ocupations
28. abulance attendant
29. affiliation
30. vocationel school
31. career choice
32. agrculture business
33. computer programing
34. banking and finance
35. working condtions

INSTRUCTOR'S SECTION

SPELLING TEST

TEST ANSWERS

INSTRUCTOR'S SECTION

PRETEST ANSWERS

1. C
2. D
3. D
4. D
5. B
6. A
7. D
8. C
9. A
10. B

STUDY QUESTION ANSWERS

11. D
12. C
13. B
14. A
15. A

POSTTEST ANSWERS

16. C
17. D
18. D
19. D
20. B
21. A
22. D
23. C
24. A
25. B

TEST ANSWERS

26. A
27. B
28. B
29. A
30. B
31. A
32. B
33. B
34. A
35. B

INSTRUCTOR'S SECTION

SPELLING TEST ANSWERS

EVALUATION SUMMARY

10 POINTS EACH:

Pretest _____

Study Questions _____

15 POINTS EACH:

Assignment 1: Personalize an occupation search and answer questions 1-10 _____

Assignment 2: Personalize a college search and answer questions 1-10. _____

Assignment 3: Personalize an AVTS search and answer questions 1-10. _____

5 POINTS EACH:

Activity 7: Complete a Plan of Action Form _____

Activity 8: Create a letter to a college. _____

INSTRUCTOR'S SECTION

1. PROCESS EVALUATION

1. PROCESS EVALUATION SCORE _____

EVALUATION SUMMARY

Use the conversion table below to convert Process Evaluation scores to percentiles.

75 = 100%
74 = 99%
73 = 97%
72 = 96%
71 = 95%
70 = 93%
69 = 92%
68 = 91%
67 = 80%
66 = 88%
65 = 87%
64 = 85%
63 = 84%
62 = 83%
61 = 81%
60 = 80%
59 = 79%
58 = 77%
57 = 76%
56 = 75%
55 = 73%
54 = 72%
53 = 71%
52 = 69%
51 = 68%
50 = 67%
49 = 65%
48 = 64%
47 = 63%
46 = 61%
45 = 60%

INSTRUCTOR'S SECTION

PROCESS EVALUATION (Continued)

CONVERSION TABLE

EVALUATION SUMMARY

Posttest score = _____

INSTRUCTOR'S SECTION

2. WRITTEN EVALUATION

2. WRITTEN EVALUATION SCORE _____

EVALUATION WORKSHEET

1. Process evaluation score = _____
2. Written evaluation score = _____
3. Total written score = _____

Divide Total Score by 2.

Total Score for TLA =

1 + 2 = 3

Total Score/2 = SCORE

TLA SCORE _____

BIBLIOGRAPHY

U.S. Department of Labor. Bureau of Labor Statistics. 1990. Bulletin 2350. ***Occupational Outlook Handbook***. Washington, D.C.: Government Printing Office.

Exploring Careers, rev. 1990-1991 ed. Indianapolis, IN: JIST Works, Inc., 1990.

Dictionary of Occupational Titles. Reprint. Indianapolis, IN: JIST Works, Inc., 1988.

INSTRUCTOR'S SECTION

TECHNOLOGY EDUCATION

TECHNOLOGY

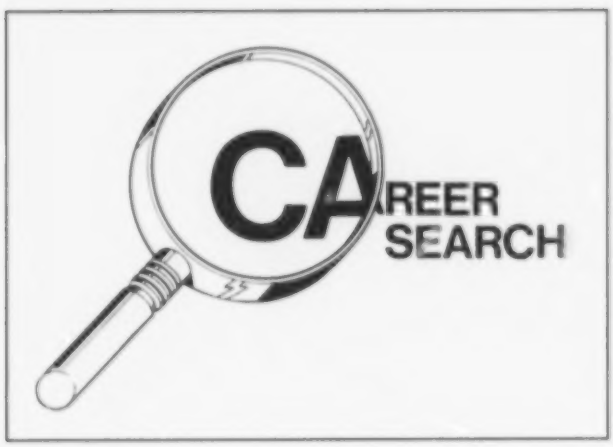
LEARNING

ACTIVITY

TE3104

CAREER SEARCH

Suggested Time: 8 Days



Developed by the
Curriculum and Instructional Materials Center
for the Technology Education Division
Oklahoma Department of Vocational and Technical Education

92-008617

Copyright 1991

Oklahoma Department of Vocational and Technical Education
Curriculum and Instructional Materials Center

All rights reserved.

Printed in the United States of America by the
Oklahoma Department of Vocational and Technical Education
Stillwater, Oklahoma 74074-4364

This publication, or parts thereof, may not be reproduced in any form by photographic, electrostatic, mechanical, or other methods, for any use including information storage and retrieval, without written permission from the publisher.

Use of commercial products in these instructional materials does not imply endorsement by the Oklahoma Department of Vocational and Technical Education.

The Oklahoma Department of Vocational and Technical Education does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, or qualified handicap.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

On Day 1, complete the following activities:

1. Complete Pretest
2. Read Assignments to Turn In (items to complete in 8 days)
3. Read Goal
4. Read Words You Should Know
5. Read Expected Learner Outcomes
6. Read Objectives
7. Read Related TSA Competitive Events
8. Read Academic and Workplace Applications
9. Read "Introduction to Careers" and answer Study Questions
10. Complete Activity 1

SUMMARY OF ACTIVITIES

Reading Comprehension Skills:
- Gain factual information

Research and Reference Skills:
- Use computer data base

Functional Reading Skills:
- Follow written instructions
- Interpret graphics and symbols

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

PRETEST

INSTRUCTIONS

You will need a computer scan sheet or card to record your answers to the following Pretest. Be sure to write your name, the title of the TLA, the date, and the class period on the computer scan sheet or card using a #2 pencil. Use rows 1-10 to record the answers to the Pretest. If your answers will be hand-scored, use a blank sheet of paper to record your answers and number your answers 1-10.

Get Pretest Questions from your instructor.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

ASSIGNMENTS TO TURN IN

At the end of 8 days, you should give the following items to your instructor for evaluation:

1. Computer card/sheet with answers to:

   a) Pretest
   b) Posttest
   c) Spelling test

2. All materials using the PRINT command

3. Study Questions on notebook paper:

   a) Day 3 Activities
   b) Day 5 Activities
   c) Day 6 Activities

4. Plan of Action

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

GOAL

The Career Search TLA will help you learn about your talents, skills, and interests. Then, you will have the chance to find possible career choices that match those parts of you.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

WORDS YOU SHOULD KNOW

AVTS — Area Vocational-Technical Schools

Apprenticeship — formal training program that involves work experience and classroom instruction.

Aptitude — talent or potential for being able to do something.

Associate Degree — training in specific vocations offered by community colleges.

Bachelor's Degree — formal training program that leads to a degree from a college or university.

Career-Interest Area — group of jobs similar according to interest; work activity occurring in all occupational areas.

Doctorate — training for professionals such as physician, dentist, lawyer, pastor, scientist, or college teacher.

Interest — thing, subject, or activity in life that you like to do or that makes you happy.

Job — planned or responsible activity a person performs with the expectation of returned profits.

Master's Degree — advanced education degree required for entry in certain careers.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

WORDS YOU SHOULD KNOW
(Continued)

Occupational Area — group of jobs similar according to the nature of the work being performed.

On-the-job Training (OJT) — specified training by an employer.

Skill — activity you have been trained to do and have practice doing.

Value — personal judgment concerning the importance or worth of a thing or quality.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1
ACTIVITIES

EXPECTED LEARNER OUTCOMES

Expected Learner Outcomes reinforced by this TLA are:

- You will know and appreciate the importance of technology and technological literacy.
- You will explore career opportunities so you can make meaningful career choices.
- You will explore future educational opportunities so you can make meaningful educational choices.
- You will apply problem-solving and critical thinking techniques.
- You will develop keyboarding and computer literacy skills.
- You will recognize and develop individual talents.
- You will think logically and sequentially.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

EXPECTED LEARNER OUTCOMES (Continued)

- You will communicate by making clear and relevant points through the development of mental process skills.
- You will learn applications of lifelong learning skills.
- You will think globally and act locally.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

OBJECTIVES

At the end of this Technology Learning Activity, you should be able to:

1. You should know about your place in the world of work and be able to answer 5 study questions.

2. You should be able to use the Occupational Search window, F2 help function, arrow keys, and ENTER keys with the Career Search computer program. You should be able to use the seven interest areas in the Occupational Search window: working conditions, career clusters, education, physical strengths, physical abilities, salary ranges, and interests.

3. Use the Career Search program to research occupations based on your interests.

3. Use the Career Search program to find what colleges or AVTS programs can help you to enter the career of your choice.

4. Use the Career Search information to develop a Plan of Action that describes what education and skills are needed for a career of your choice.

5. Use the Career Search program to create a letter requesting information from a college or AVTS program of your choice.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

RELATED TSA COMPETITIVE EVENTS

The following TSA Competitive Events apply to yuor study of careers:

- Technical Report Writing
- Research Paper
- Extemporaneous Speech
- Prepared Speech

See *TSA Competitive Events Guidelines* for specific details on the competition.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

ACADEMIC AND WORKPLACE APPLICATION

Technology Education Courses are designed to provide a means through which you can apply other courses — such as Math, Science, English, and Social Studies — in a practical manner within a technology-base situation. Technology Education Courses give you the opportunity to apply academic and workplace skills that you may need to function in a technological society.

The symbols in the right column are used to identify the Academic and Workplace Applications reinforced by activities in this TLA.

Even though each of the nine Academic and Workplace Application areas is applicable to Technology Education and the content of this TLA, the following areas are specifically reinforced:

Reading Skills Applied:

Reading Comprehension Skills:
- Gain factual information

Research and Reference Skills:
- Use computer database

Functional Reading Skills:
- Follow written instructions
- Interpret graphics and symbols

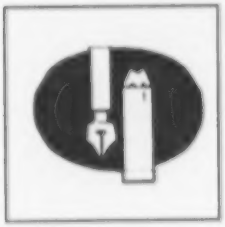
TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

Writing Skills Applied:

Functional Writing Skills:

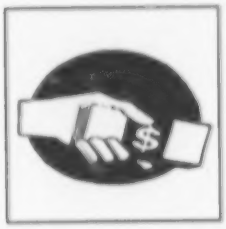
- Complete forms and records



Employability Skills Applied:

Job Search/Selection Skills:

- Analyze personal occupational attitudes/preferences
- Investigate requirements for a career field/occupation
- Compare/evaluate career options
- Develop personal career path



Creative Thinking/Problem-Solving Skills Applied:

- Develop an action plan

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1
ACTIVITIES

CAREER OVERVIEW

Make sure you have completed the pre-test before you read the next few pages.

OBJECTIVE 1

After reading the following information, you should know about your place in the world of work. You should also be able to answer the 5 study questions that follow this introduction.

Have you ever dreamed of being an actor or actress? An airplane pilot? A deep-sea diver? Daydreaming about careers is fun, and most of us do it. But when it is time to choose a career, you need information. Information allows you to make better choices, so the more information you have the better your career choice will be.

Even though it is not yet time for you to choose a job, it is not too early to start getting information for career decisions you will make in a few years. How do you choose a career that is right for you? The key is *you*: your interests, your abilities, and your goals help you make career choices. You are more likely to make good career decisions if you can match careers with the things you are and the things you like to do.

Exploring careers, then, means exploring yourself. Exploring careers means looking inside yourself to find your talents, your

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

strengths, and your weaknesses. Exploring careers means asking yourself: what am I really like? what am I good at? what do I want to do with my life? If this seems hard, remember that your family, friends, teachers, and counselors can help you learn about yourself.

Exploring careers means finding out as much as you can about different kinds of work to see what fits you best. Try to find those kinds of work that you like and that you can do well. Although taking time to explore the world of work does not guarantee a satisfying job, it can help.

Exploring careers also means examining lifestyles and values, because your career includes everything you do with your life. Exploring careers means discovering all the activities that are possible, meaningful, and satisfying for you.

You will probably work for most of your life. But you will still spend time with family and friends, travel, and spend time with church groups or community groups. Your life will be the total of all your interests and activities.

As you explore careers, try to discover how a particular job would fit the lifestyle you want. How much of your time and energy would a particular job demand? How much time and energy do you want to save for yourself?

There are questions to answer and things to do that will bring you closer to the world

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

of work. Using the Career Search materials will help you to identify the personal traits and skills that different jobs require. If you can match those traits and skills with what you know about yourself, then that is what exploring careers is all about.

Why do we emphasize jobs so much? Because your job will be one of the most important things in your life. Jobs, and the training you need to do them well, will take a lot of your time. So much time that the rest of you life's activities may be organized around your job — the same way your activities are organized around school right now.

You should give careful thought to your career choices because of the time you will spend working. A person who works full-time for 35 years, for 40 hours each week, 50 weeks each year, will spend 70,000 hours of his or her life at work. Compare this to the approximately 17,000 hours you will have spent in school when you graduate from high school.

WHY PEOPLE WORK

People work for many reasons. You will participate in activities that will help you discover your own reasons for working. You should know your reasons for working when the time comes for you to choose a career.

Most people work to make money. They work to buy necessities like food, clothing, and housing. They work to buy other goods like cars, stereo equipment, movie

tickets, and camping gear. People also work to save for major expenses — education, travel, medical bills — and for times when they do not earn as much, such as retirement. Being able to pay for all your own expenses gives you economic security. You may already know of the independence that having your own money can provide.

How important is it to you to make a lot of money? Are you willing to spend a lot of time at your job to make that money? Or is it more important for you to have time for yourself, your family, or for your favorite hobbies. Think about these things. They will be important when you determine which jobs fit you best.

For many people, work is a means of earning a living and nothing more. There is nothing wrong with that, but there *are* other satisfactions that come from working. Let's examine some of the more important ones.

People may like to work for the company of other people.

The company of other people might seem like a strange thing to expect from a job, but stop and think about what school means to you. School is more than learning in a classroom. School is where you meet new people and make new friends who may introduce you to new ideas and new ways of doing things.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

Work is a lot like school. The people you work with will be important in your life. You will learn from them and socialize with them on the job and after work. Some of the people you work with may become close friends. Other people you work with you may not like.

Contact with others is important to think about when you explore careers. How important is it to you to do things with others? Do you like group projects or do you prefer to do things by yourself? Do you feel comfortable with other people? Are you a leader? Do you enjoy helping others? Use these questions to help see how well your own strong points match the requirements for certain kinds of jobs.

People can get satisfaction from seeing the results of their work.

Satisfaction from seeing the results of your work is another reason for working. What does a carpenter have in common with a jeweler, a machinist, and a chef? All of them make something you can see, touch, or taste. For many people, using their hands and working with things is a source of pride and satisfaction. While you look at your own interests and abilities, try to determine how important it is to you to get this kind of satisfaction. There are many opportunities in the world for people who are good with their

hands and enjoy working with things.

People often work to help society.
Many people have strong desires to use their talents and abilities for the good of society. Police officers, teachers, public health officials, and wildlife conservation officers are just a few of the options available to those who want to work for society.

People may work to express their creativity.
Creating something uniquely your own may be more important to you than the conventional idea of success. If you are one of those people, you may find yourself looking for a career in theater, dance, music, art, fashion, writing, or publishing.

People sometimes look for jobs that allow them to be physically active all day. Others look for ways to work outside.
Steel workers, construction workers, loggers, dock workers, miners, and foundry workers all have jobs that require endurance and stamina. These workers often lift heavy objects, work at dizzying heights, spend hours in cramped positions, or constantly move around as they do their jobs. They take pride in the physical demands of their work.

People often work for self-esteem.
What is self-esteem? Well, let's look

again at the comparison between work and school. Think of the feeling you get when a team that you are on plays well against another team. The recognition and acclaim you receive make you feel good and make you proud that you worked so hard. You get a similar feeling at work. If you are good at what you do and other people respect your work, then the job can help you to feel good about yourself. That is because your job, and the way you handle it, affects your view of yourself as a person. Believing that your job is worthwhile and that you do it well can make you feel terrific.

Suppose you cannot imagine a job being that important to you. You would not be alone. Many people do not look to their jobs to feel that their lives are worthwhile. They may look to family, friends, hobbies, or involvement in civic affairs. Your job can count a lot or a little in your view of yourself.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1
ACTIVITIES

STUDY QUESTIONS

DIRECTIONS

You will need the computer scan sheet or card you used for the Pretest and a #2 pencil to record your answers to the following Study Questions. Use rows 11-15 to record your answers to the Study Questions. If your answers will be hand-scored, use a blank sheet of notebook paper to record your answers and number your answers 11-15.

11. Which of the following criteria should you consider when choosing a career?

    a. interests
    b. abilities
    c. goals
    d. all of the above

12. A person who works full-time for 35 years, 40 hours each week for 50 weeks, will spend how many hours of his or her life working?

    a. 20,000
    b. 50,000
    c. 70,000
    d. 100,000

STUDY QUESTIONS
(Continued)

13. Approximately how many hours will you have spent in school by the time you graduate from high school?

    a. 10,000
    b. 17,000
    c. 20,000
    d. none of the above

14. Most people work for:

    a. money
    b. self-esteem
    c. interest
    d. none of the above

15. Self-esteem has to do with the feeling you get when you do a job well and someone appreciates and respects you work.

    a. True
    b. False

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1
ACTIVITIES

ACTIVITY SHEET 1

OBJECTIVE 2

You should be able to use the Occupational Search window, F2 help function, arrow keys, and ENTER keys with the Career Search computer program. You should be able to use the seven interest areas in the Occupational Search window: working conditions, career clusters, education, physical strengths, physical abilities, salary ranges, and interests.

PROCEDURE

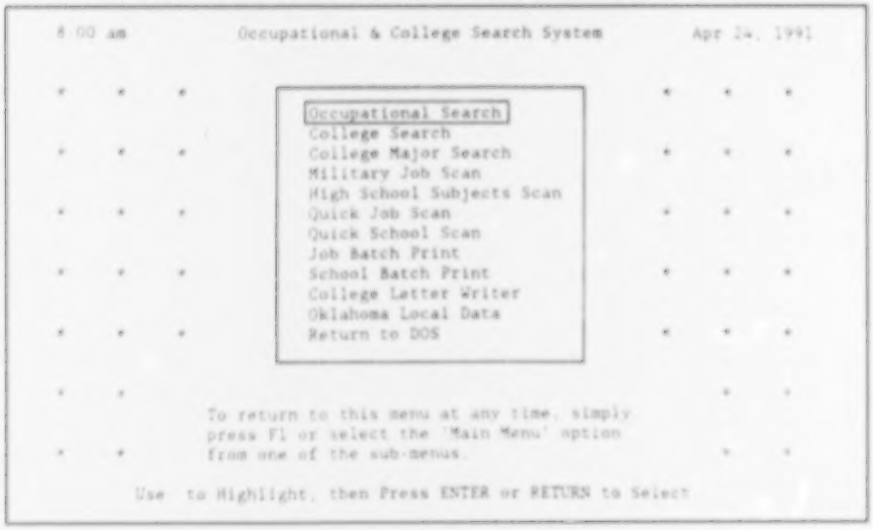
FOLLOW THESE STEPS:

Remember: Use the F1 key to return to the main menu if you press a wrong key and get lost.

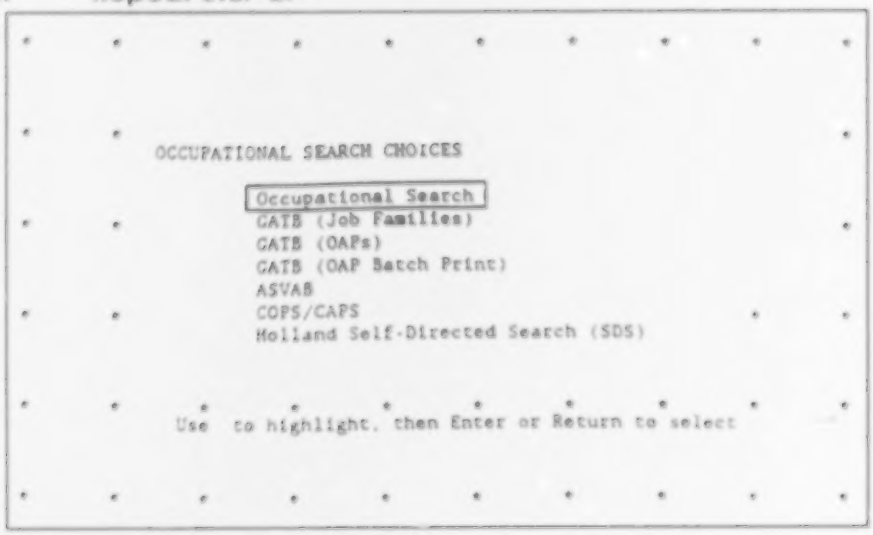
STEP 1: Turn on the computer, monitor, and printer. When the computer shows the C> type "START" and press the ENTER key.

*(NOTE: If this does not start the Career Search program, ask for help from an instructor. Make sure **NUM LOCK** is off.)*

STEP 2: **Use the up and down arrow keys to highlight "Occupational Search" on the main menu. Press ENTER.**

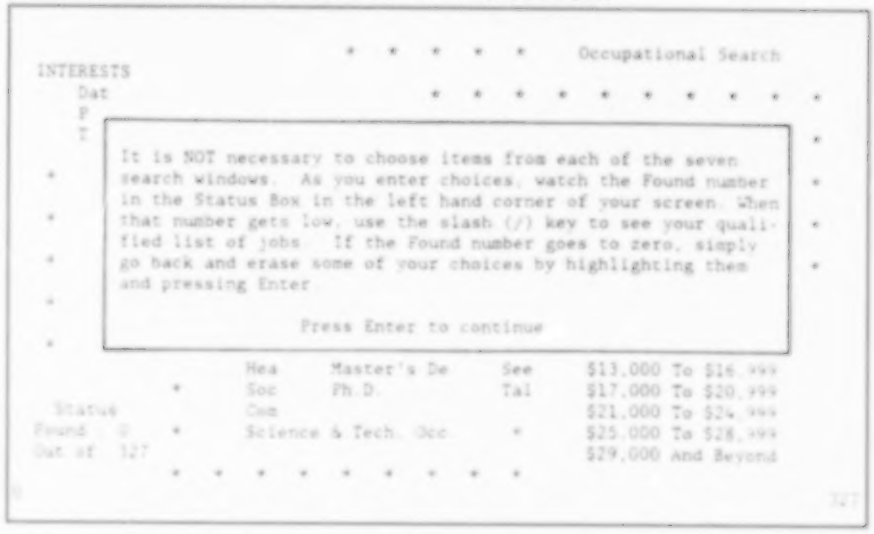

8:00 am
Occupational & College Search System
Apr 24, 1991
Occupational Search
College Search
College Major Search
Military Job Scan
High School Subjects Scan
Quick Job Scan
Quick School Scan
Job Batch Print
School Batch Print
College Letter Writer
Oklahoma Local Data
Return to DOS
To return to this menu at any time, simply
press F1 or select the 'Main Menu' option
from one of the sub-menus.
Use to Highlight, then Press ENTER or RETURN to Select

STEP 3: **Repeat STEP 2.**



BEST COPY AVAILABLE

STEP 4: **Follow the instructions on the screen.**


Occupational Search
INTERESTS
It is NOT necessary to choose items from each of the seven search windows. As you enter choices, watch the Found number in the Status Box in the left hand corner of your screen. When that number gets low, use the slash (/) key to see your qualified list of jobs. If the Found number goes to zero, simply go back and erase some of your choices by highlighting them and pressing Enter.
Press Enter to continue
Hea
Master's De
See
$13,000 To $16,999
Soc
Ph.D.
Tal
$17,000 To $20,999
Status
Com
$21,000 To $24,999
Found: 0
Science & Tech. Occ
$25,000 To $28,999
Out of 327
$29,000 And Beyond
327

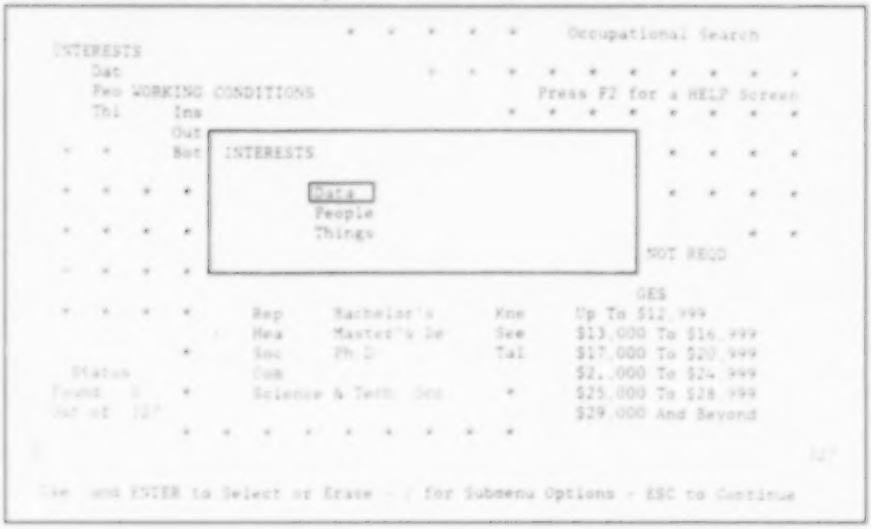
STEP 5: **Use the left and right arrow keys to highlight "Interests" on the Occupational Search window. Press ENTER.**

BEST COPY AVAILABLE

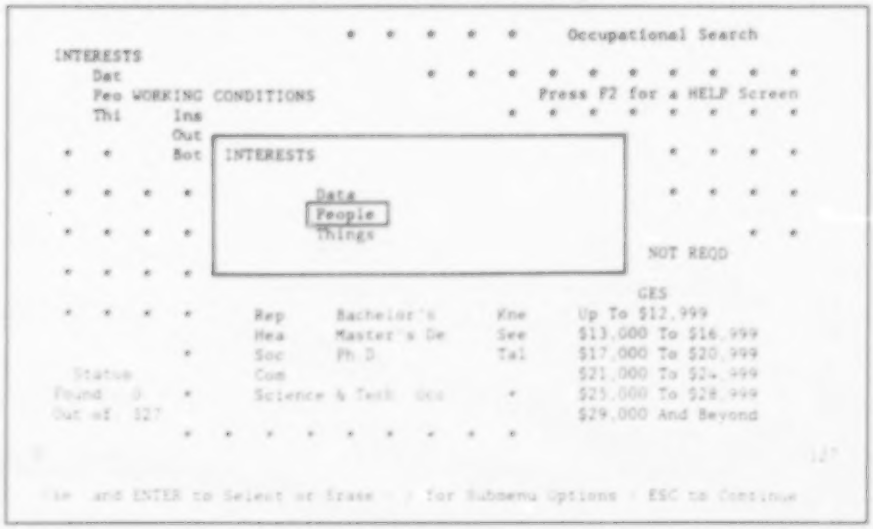
TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

STEP 6: **Use the up and down arrow keys to highlight "Data." Press F2 to find more information on what "Data" means. Read the information and press ENTER to continue.**



STEP 7: **Highlight "People" and "Things" and press F2 to find more information. Press ENTER to continue.**



BEST COPY AVAILABLE

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 1 ACTIVITIES

STEP 8: Press ESC. Use the procedures in the first 8 steps to experiment with the 6 remaining windows: **Working Conditions, Career Clusters, Education, Physical Strengths, Physical Abilities,** and **Salary Range.**

STEP 9: To exit the Career Search program, press **F1**. Then use the arrow keys to highlight **"Return to DOS"** on the main menu. Press **ENTER.**

STEP 10: Ask your instructor to help you turn off the monitor, computer, and printer.

STEP 11: Clean up your area.

If you finish Day 1 Activities with time left over, you may begin Day 2 Activities.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 2 ACTIVITIES

On Day 2 complete the following activities:

1. Complete Activity 2

SUMMARY OF ACTIVITIES

Job Search/Selection Skills:

- Investigate requirements for a career field occupation

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 2 ACTIVITIES

ACTIVITY SHEET 2

Using the Career Search program, you should be able to find occupational data, including military, college major, apprenticeship, and AVTS information.

OBJECTIVE 3

FOLLOW THESE STEPS:

PROCEDURE

Remember: Use the F1 key to return to the main menu if you press a wrong key and get lost.

STEP 1: Turn on the computer, monitor, and printer. At the C> type **"START"** and press **ENTER**.

*(NOTE: If this does not start the Career Search program, ask for help from an instructor. Make sure **NUM LOCK** is off.)*

STEP 2: **Use the arrow keys to highlight "Occupational Search" on the main menu. Press ENTER.**

Occupational & College Search System
Apr 24, 1991
Occupational Search
College Search
College Major Search
Military Job Scan
High School Subjects Scan
Quick Job Scan
Quick School Scan
Job Batch Print
School Batch Print
College Letter Writer
Oklahoma Local Data
Return to DOS
To return to this menu at any time, simply
press F1 or select the 'Main Menu' option
from one of the sub-menus.
Use to Highlight, then Press ENTER or RETURN to Select

STEP 3: **Repeat STEP 2. Follow the instructions on the screen.**

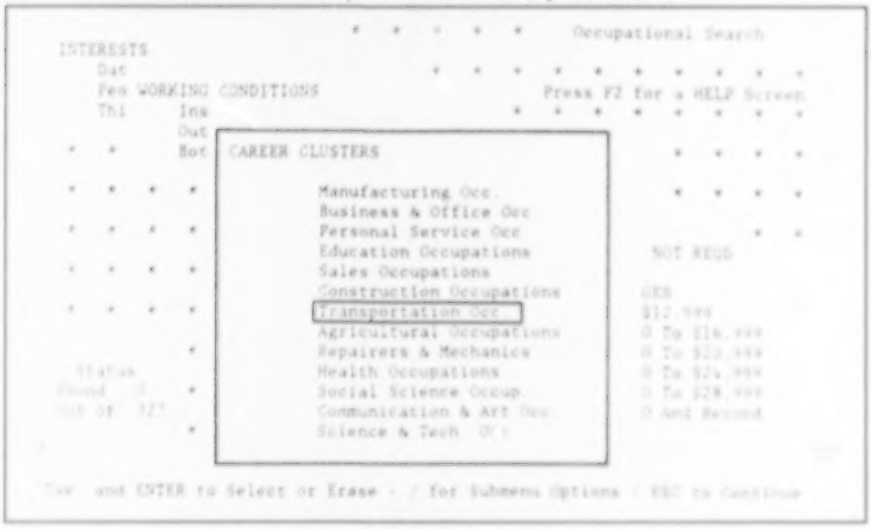
BEST COPY AVAILABLE

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 2 ACTIVITIES

STEP 4: Use the arrow keys to highlight "**Career Clusters.**" Press **ENTER.**

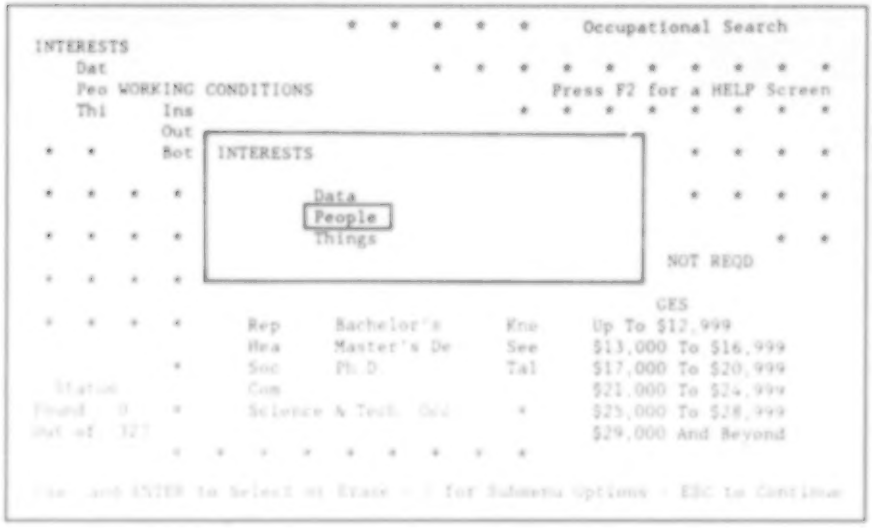
Step 5: Use the arrow keys to highlight "**Transportation Occupations.**" Press **ENTER.** After you see a (✓) press **ESC.**

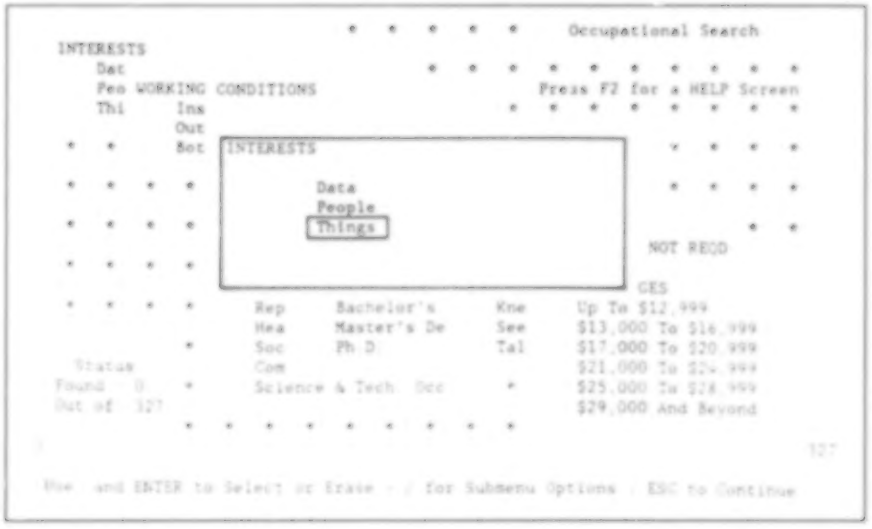


STEP 6: Highlight "**Interests**" in the Occupational Search window. Press **ENTER.**

BEST COPY AVAILABLE

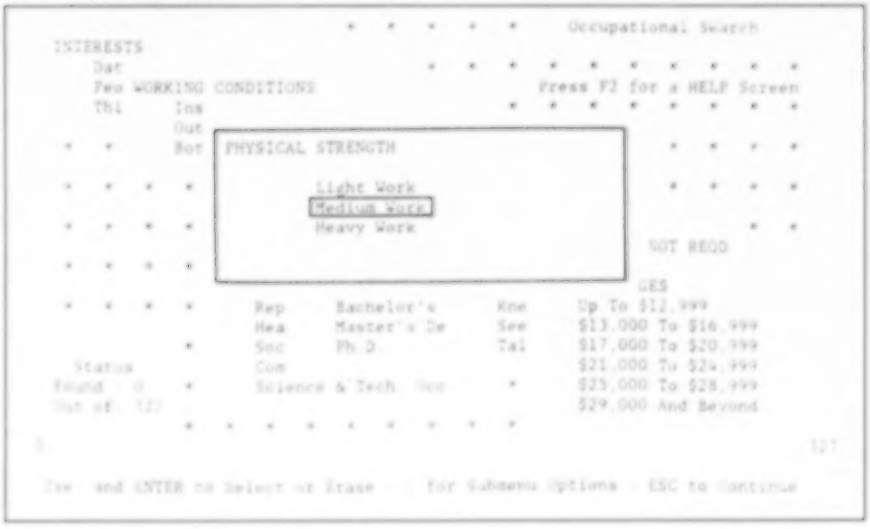
STEP 7: **Highlight "People" in the Interests window. Press ENTER. Highlight "Things". Press ENTER. You should see a (✓) by "People" and "Things." Press ESC.**
(NOTE: OUT OF 327 OCCUPATIONS, YOU HAVE LIMITED THE NUMBER OF OCCUPATIONS TO 18.)





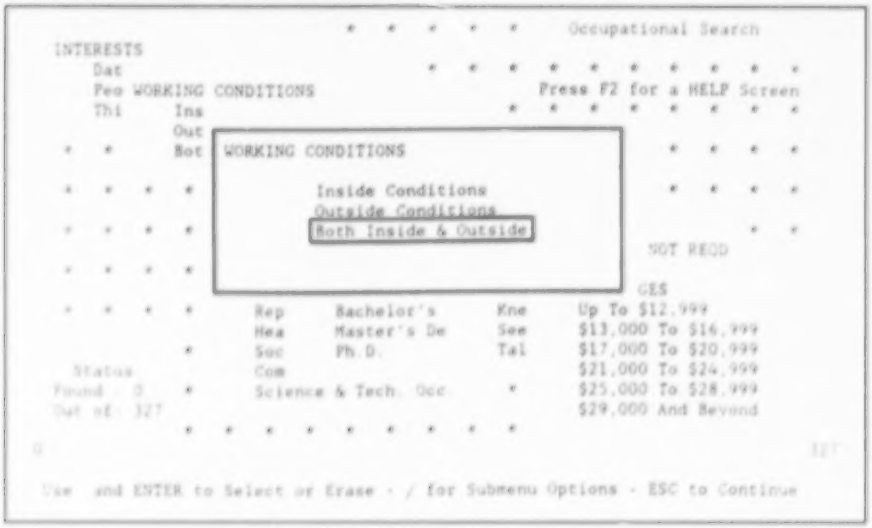
STEP 8: Highlight **"Physical Strength"** in the Occupational Search window. Press **ENTER**.

STEP 9: Highlight **"Medium Work"** in the Physical Strength window. Press **ESC**.



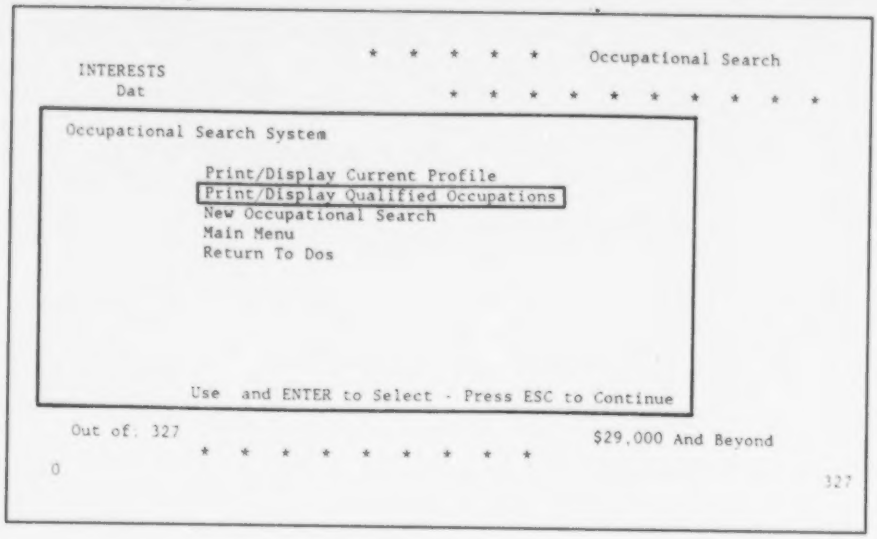
STEP 10: Highlight **"Working Conditions"** in the Occupational Search window. Press **ENTER**.

STEP 11: **Highlight "Both Inside and Outside" in the Working Conditions window. Press ENTER.**

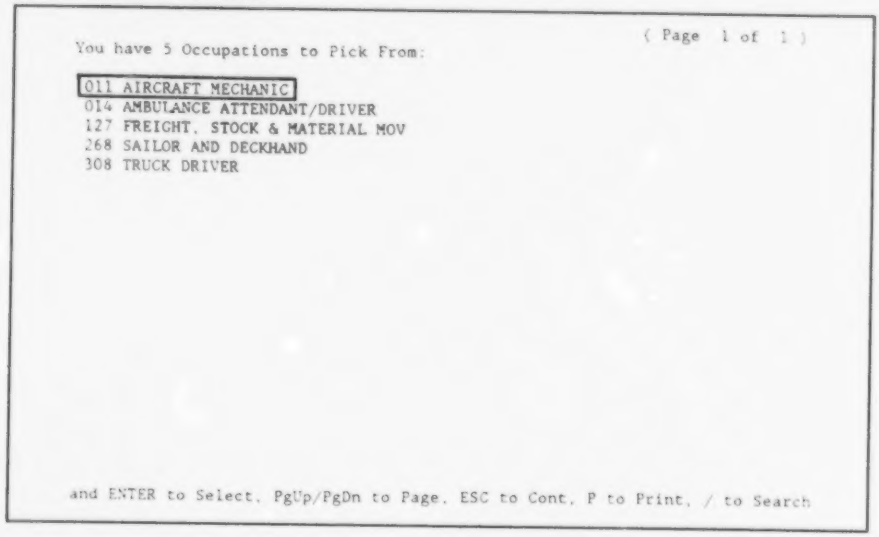


STEP 12: **Press the (/) key for the submenu.**

STEP 13: **Highlight "Print/Display Qualified Occupations." Press ENTER.** ***(NOTE: At this point you should have a list of 5 occupations: Aircraft Mechanic; Ambulance Attendant/Driver; Freight, Stock, and Material Mover; Sailor and Deckhand; and Truck Driver.)***



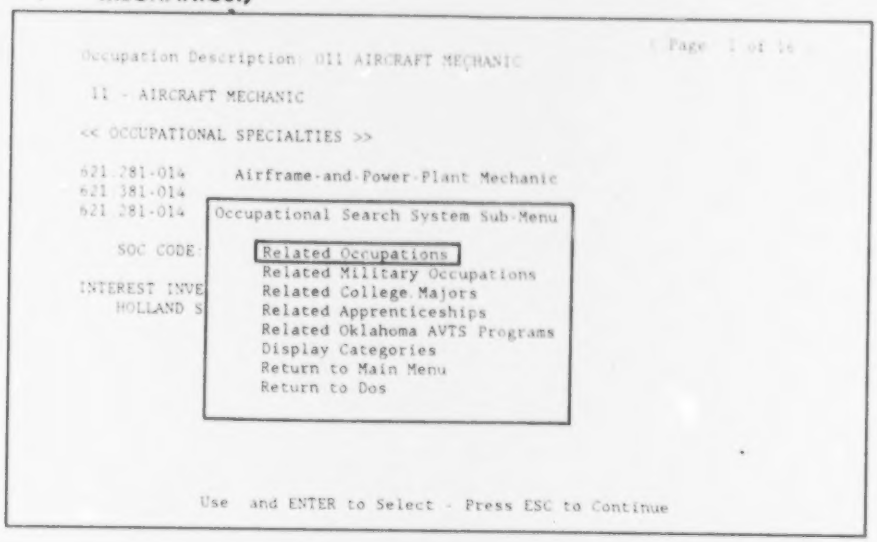
STEP 14: **Highlight "Aircraft Mechanic" from the list of occupations. Press ENTER.**


(Page 1 of 1)
You have 5 Occupations to Pick From:
011 AIRCRAFT MECHANIC
014 AMBULANCE ATTENDANT/DRIVER
127 FREIGHT, STOCK & MATERIAL MOV
268 SAILOR AND DECKHAND
308 TRUCK DRIVER
and ENTER to Select, PgUp/PgDn to Page, ESC to Cont, P to Print, / to Search

STEP 15: Use the **Page Down** key to find information about aircraft mechanics.

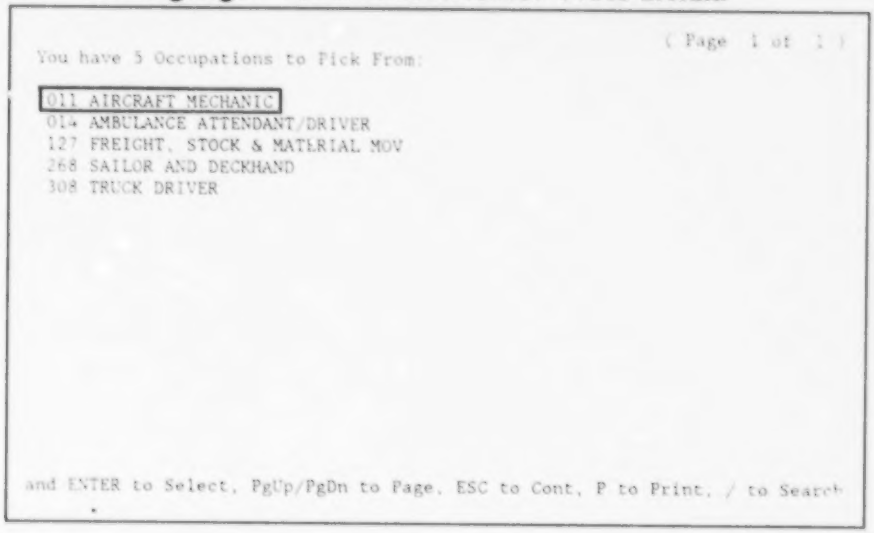
STEP 16: While you are in Aircraft Mechanic, highlight (/) for submenu options.

STEP 17: Highlight **"Related Occupations"** from the submenu. Press **ENTER.**
(NOTE: THERE ARE FOUR RELATED OCCUPATIONS TO AIRCRAFT MECHANICS.)



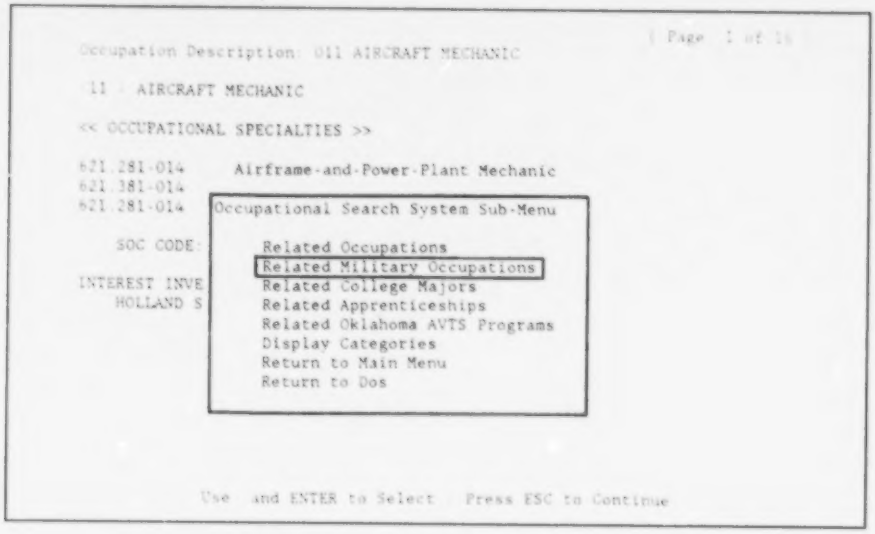
STEP 18: Press **ESC.** This should take you back to the 5 original occupations.

STEP 19: **Re-highlight "Aircraft Mechanic." Press ENTER.**


(Page 1 of 1)
You have 5 Occupations to Pick From:
011 AIRCRAFT MECHANIC
014 AMBULANCE ATTENDANT/DRIVER
127 FREIGHT, STOCK & MATERIAL MOV
268 SAILOR AND DECKHAND
308 TRUCK DRIVER
and ENTER to Select, PgUp/PgDn to Page, ESC to Cont, P to Print, / to Search

STEP 20: **Press (/) for the submenu.**

STEP 21: **Highlight "Related Military Occupations." Press ENTER.** ***(NOTE: There are 4 military occupations related to aircraft mechanics.)***



STEP 22: **Press ESC to return to the original list of occupations. Use the remainder of the class period to explore the remaining submenu options (example: related college majors, related apprenticeships, related AVTS programs).**

STEP 23: **When you finish exploring the submenu options, turn off the monitor, computer, and printer.**

If you finish Day 2 Activities with time left over, you may begin Day 3 Activities.

BEST COPY AVAILABLE

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 3 ACTIVITIES

On Day 3, complete the following activities:

❶ Complete Activity 3:

Complete a personalized occupational search;

Printout the list of occupations from the search;

Printout an occupational profile from one occupation on the list;

Printout 2 of the 5 submenu options;

Answer questions on the occupation you chose.

SUMMARY OF ACTIVITIES

Job Search/Selection Skills:

- Analyze personal occupational aptitudes/preferences
- Investigate requirements for a career field/occupation

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 3 ACTIVITIES

ACTIVITY SHEET 3

OBJECTIVE 4

You should be able to complete a personalized occupational search and demonstrate abilities to research information on an occupation of your choice.

MATERIALS

- Notebook paper (1 sheet)
- #2 Pencil

PROCEDURE

STEP 1: Turn on the computer, monitor, and printer. At the C> type "START" and press ENTER.

*(NOTE: If this does not start the Career Search program, ask for help from an instructor. Make sure **NUM LOCK** is off.)*

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 3 ACTIVITIES

PROCEDURE (Continued)

STEP 2: ASSIGNMENT 1: Complete an occupational search personalized to fit your own interests. Use the windows and function keys you used on Day 1 and Day 2. Complete the following by the end of class:

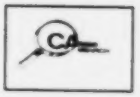
a) Printout the list of occupations that you obtained from your occupational search;

b) Printout an occupational profile from one of the occupations on your list;

c) Printout two of the five submenu options;

(NOTE: Use the menu bar located at the bottom of the screen to find printing instructions. You will turn in the printouts at the end to this TLA for evaluation. Then, your instructor will return them to you for self-check.)

DAY 3 ACTIVITIES



PROCEDURE
(Continued)

d) Answer the following questions about an occupation of your choice on a separate piece of notebook paper. WRITE THE QUESTION AND THE ANSWER.

1. What is the occupation?
2. Which interest cluster contains this occupation?
3. Which career cluster contains this occupation?
4. List one duty of this occupation.
5. List one tool or piece of equipment used in this occupation.
6. List two school subjects that can help you prepare for this occupation.
7. Are there any related Area Vo-Tech School (AVTS) programs? If so, list one program.
8. List one related occupation.

PROCEDURE
(Continued)

9. Are there any related college majors? If so, list one related major.

10. What are the working conditions for this major?

STEP 3: Turn the monitor, computer, and printer off.

If you finish Day 3 Activities with time left over, you may begin Day 4 Activities.

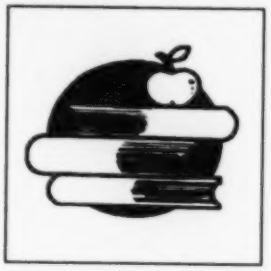
TECHNOLOGY EDUCATION CAREER SEARCH

DAY 4 ACTIVITIES

On Day 4, complete the following activities:

1. Complete Activity 4

SUMMARY OF ACTIVITIES



Reading Comprehension Skills:
- Gain factual information

Research and Reference Skills:
- Use computer database

Functional Reading Skills:
- Follow written instructions

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 4 ACTIVITIES

ACTIVITY SHEET 4

OBJECTIVE 5

You should be able to use the following options on the College Search menu: region, major, state, average cost, community, affiliation, enrollment, type of school, and admission selectivity.

PROCEDURE

FOLLOW THESE STEPS:

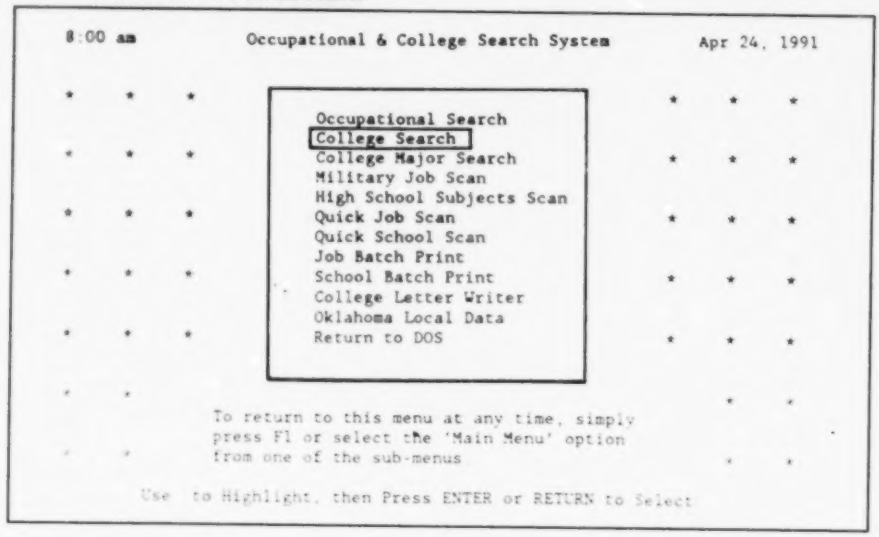
STEP 1: Turn on the computer, monitor, and printer. At the C> type "START" and press ENTER.

*(NOTE: If this does not start the Career Search program, ask for help from an instructor. Make sure **NUM LOCK** is off.)*

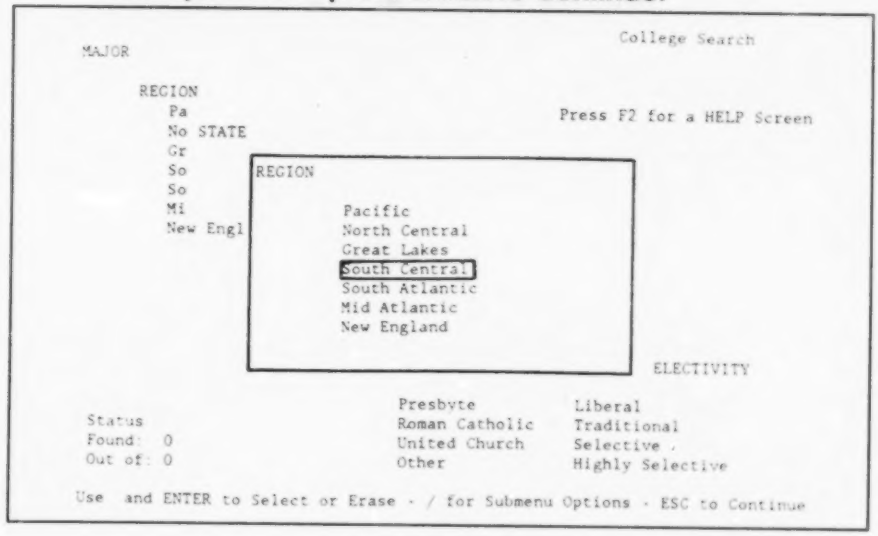
TECHNOLOGY EDUCATION CAREER SEARCH

DAY 4 ACTIVITIES

STEP 2: **Highlight "College Search" from the Career Search main menu. Press ENTER.**


8:00 am
Occupational & College Search System
Apr 24, 1991
Occupational Search
College Search
College Major Search
Military Job Scan
High School Subjects Scan
Quick Job Scan
Quick School Scan
Job Batch Print
School Batch Print
College Letter Writer
Oklahoma Local Data
Return to DOS
To return to this menu at any time, simply press F1 or select the 'Main Menu' option from one of the sub-menus
Use to Highlight, then Press ENTER or RETURN to Select

STEP 3: **Highlight "South Central" in the Region window. Press F2 to see a description of the South Central region. Read the description and press ENTER to continue.**



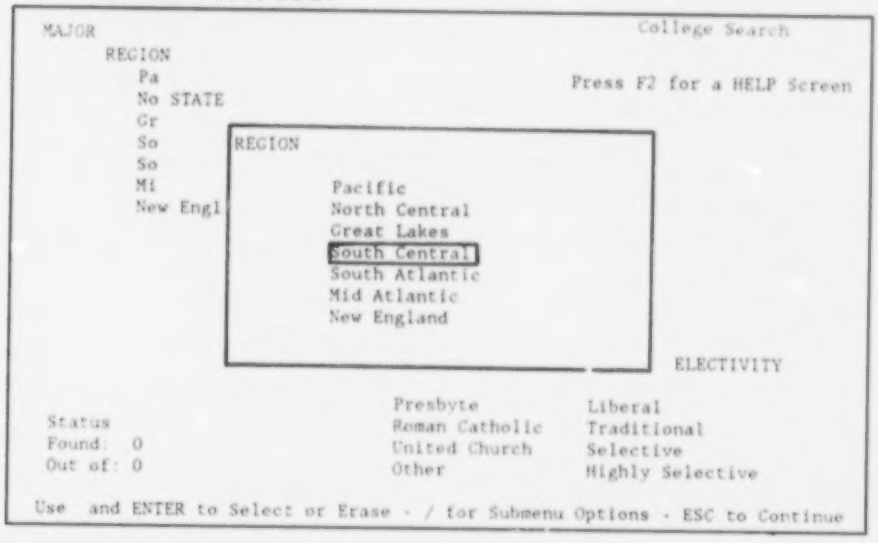
BEST COPY AVAILABLE

TECHNOLOGY EDUCATION CAREER SEARCH

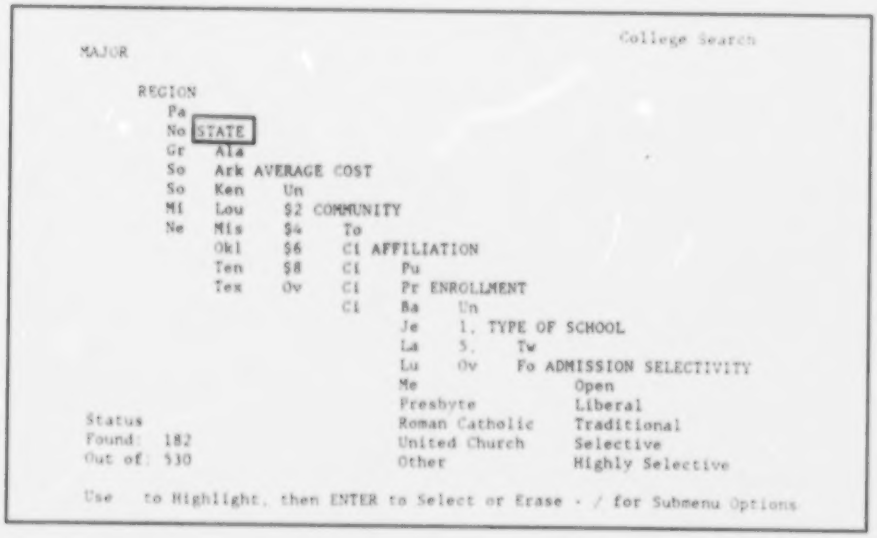
DAY 4 ACTIVITIES

STEP 4: **Repeat STEP 3 and STEP 4 for each of the other 6 regions.**

STEP 5: **Highlight "South Central" from the Region window. Press ENTER. Press ESC.**

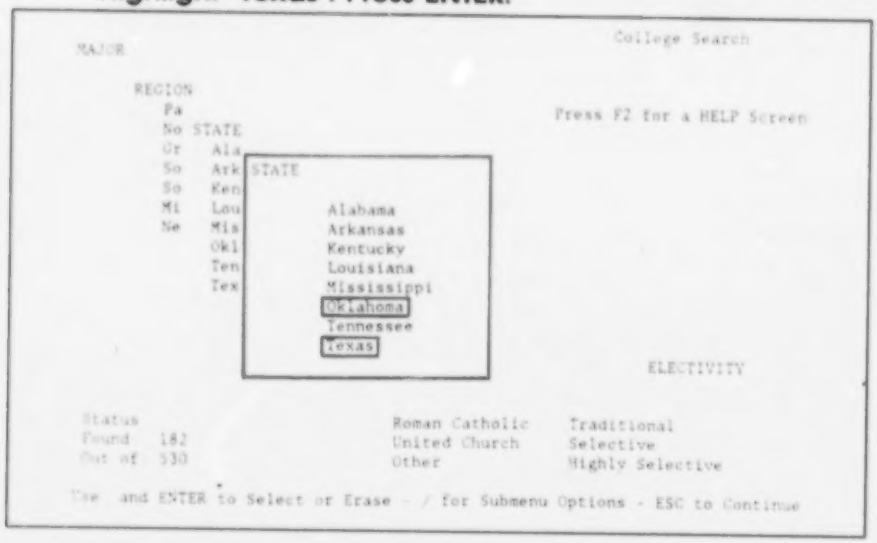


STEP 6: **Highlight "State" from the College Search windows. Press ENTER.**



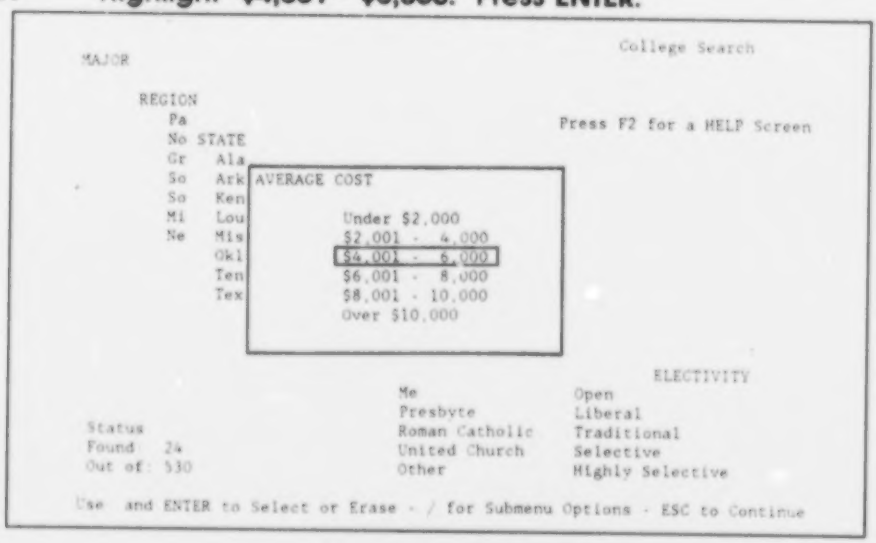
BEST COPY AVAILABLE

STEP 7: **Highlight "Oklahoma" from the State window. Press ENTER. Highlight "Texas". Press ENTER.**



STEP 8: **Press ESC. Highlight "Average Cost" in the College Search window. Press ENTER.**

STEP 9: **Highlight "$4,001 - $6,000." Press ENTER.**



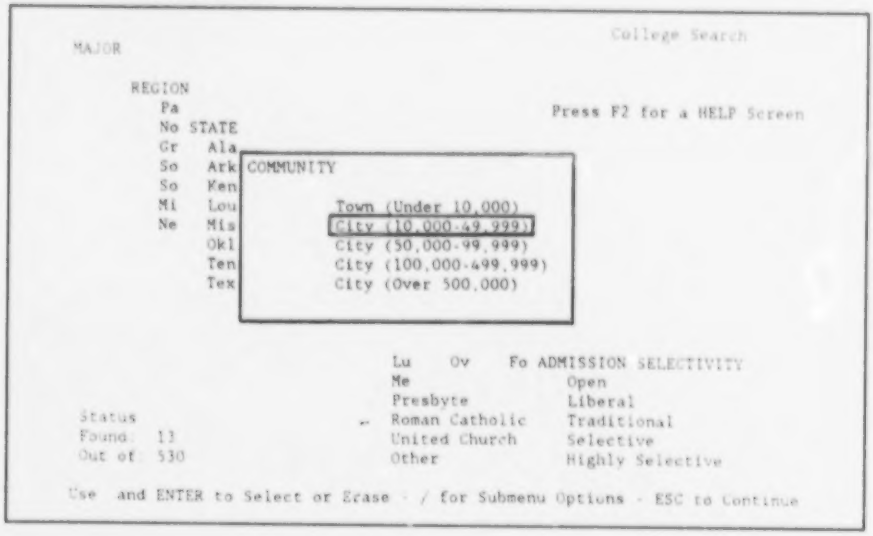
BEST COPY AVAILABLE

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 4 ACTIVITIES

STEP 10: **Press ESC. Highlight "Community" in the College Search window. Press Enter.**

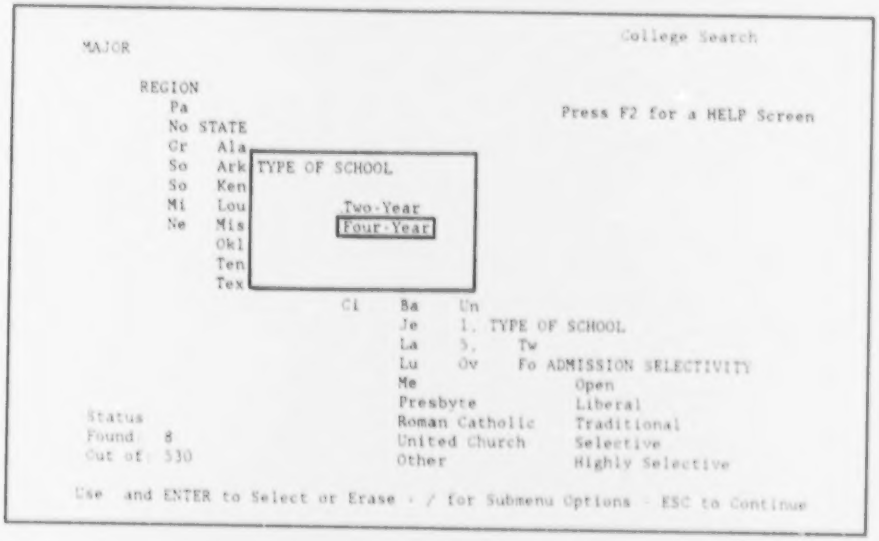
STEP 11: **Highlight "City (10,000-49,999)" in the Community window. Press ENTER.**



STEP 12: **Press ESC. Highlight "Type of School" in the College Search window. Press ENTER.**

BEST COPY AVAILABLE

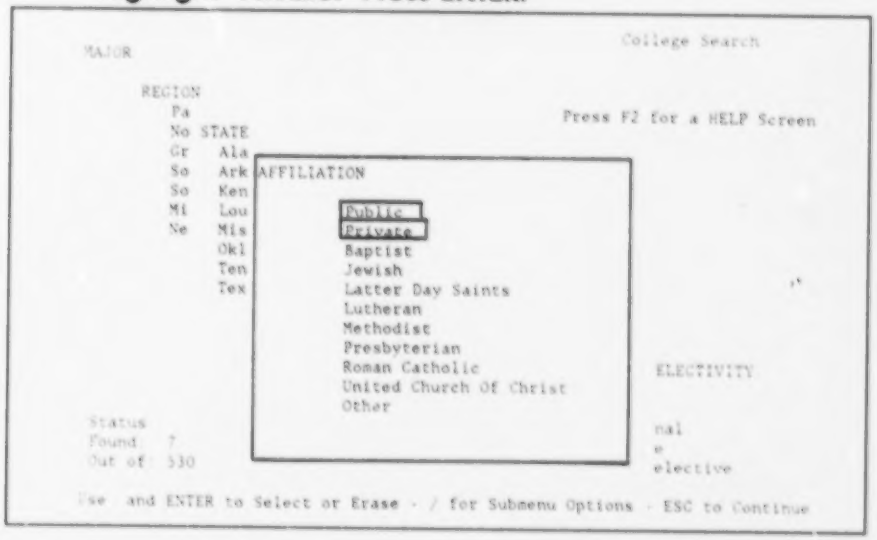
STEP 13: **Highlight "Four-Year" in the Type of School window. Press ENTER.**



STEP 14: **Press ESC. Highlight "Affiliation" in the College Search window. Press ENTER.**

BEST COPY AVAILABLE

STEP 15: **Highlight "Public" in the Affiliation window. Press ENTER. Highlight "Private." Press ENTER.**

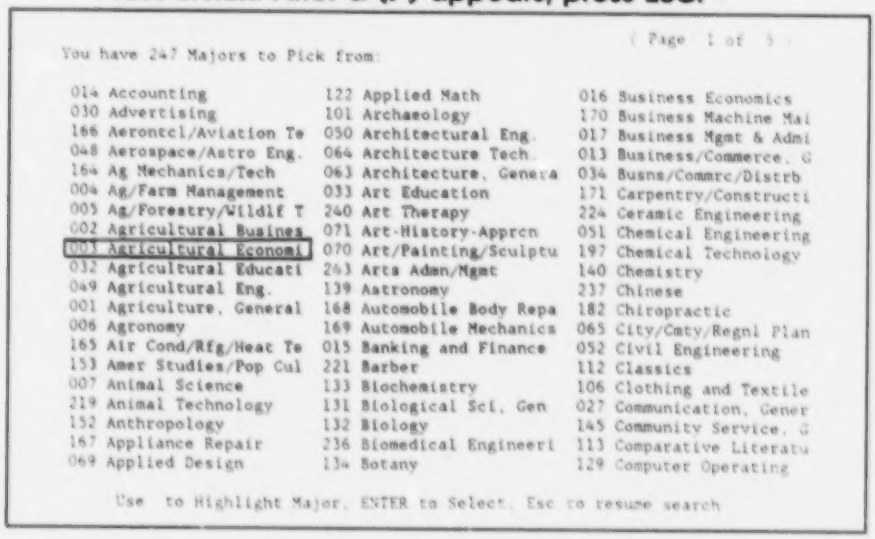


STEP 16: **Press ESC. Highlight "Major" in the College Search window. Press ENTER.**

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 4 ACTIVITIES

STEP 17: **Highlight "003 Agricultural Economics"in the Major window. Press ENTER. After a (✓) appears, press ESC.**



(Page 1 of 5)

You have 247 Majors to Pick from:

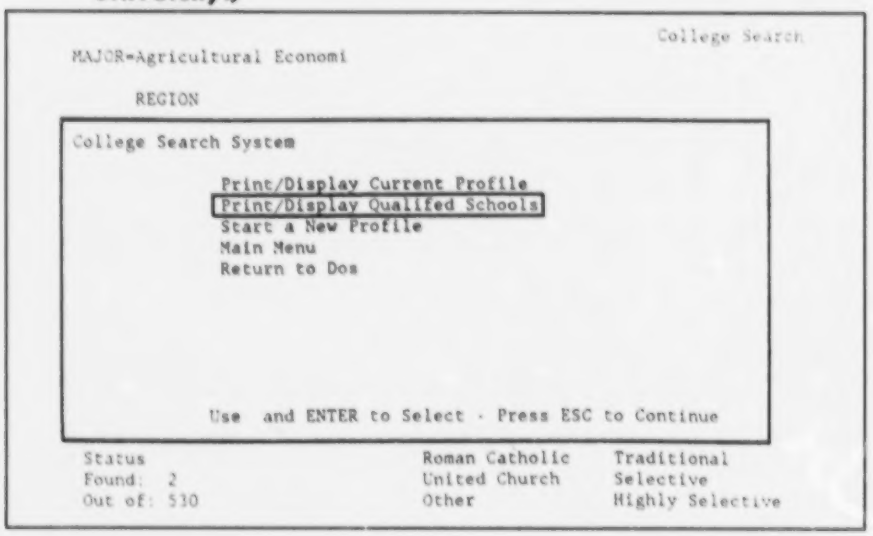
014 Accounting	122 Applied Math	016 Business Economics
030 Advertising	101 Archaeology	170 Business Machine Mai
166 Aerontcl/Aviation Te	050 Architectural Eng.	017 Business Mgmt & Admi
048 Aerospace/Astro Eng.	064 Architecture Tech.	013 Business/Commerce, G
164 Ag Mechanics/Tech	063 Architecture, Genera	034 Busns/Commrc/Distrb
004 Ag/Farm Management	033 Art Education	171 Carpentry/Constructi
005 Ag/Forestry/Wildlf T	240 Art Therapy	224 Ceramic Engineering
002 Agricultural Busines	071 Art-History-Apprcn	051 Chemical Engineering
003 Agricultural Economi	070 Art/Painting/Sculptu	197 Chemical Technology
032 Agricultural Educati	241 Arts Admn/Mgmt	140 Chemistry
049 Agricultural Eng.	139 Astronomy	237 Chinese
001 Agriculture, General	168 Automobile Body Repa	182 Chiropractic
006 Agronomy	169 Automobile Mechanics	065 City/Cmty/Regnl Plan
165 Air Cond/Rfg/Heat Te	015 Banking and Finance	052 Civil Engineering
153 Amer Studies/Pop Cul	221 Barber	112 Classics
007 Animal Science	133 Biochemistry	106 Clothing and Textile
219 Animal Technology	131 Biological Sci, Gen	027 Communication, Gener
152 Anthropology	132 Biology	145 Community Service, G
167 Appliance Repair	236 Biomedical Engineeri	113 Comparative Literatu
069 Applied Design	134 Botany	129 Computer Operating

Use to Highlight Major, ENTER to Select, Esc to resume search

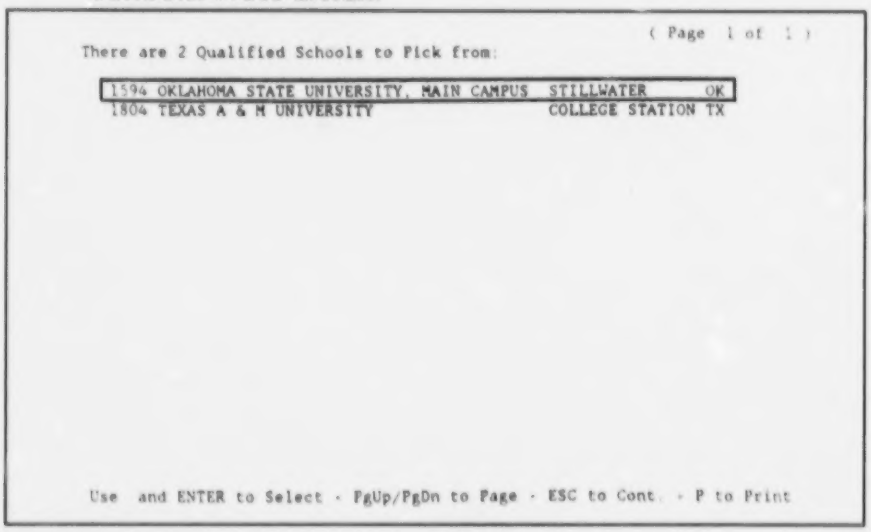
STEP 18: **Press (/) for the submenu in the College Search window.**

BEST COPY AVAILABLE

STEP 19: **Highlight "Print/Display Qualified Schools" in the submenu window. Press ENTER.**
(NOTE: At this point you should have a list of two qualified schools: Oklahoma State University and Texas A&M University.)



STEP 20: **Highlight "Oklahoma State University" from the list of two schools. Press ENTER.**

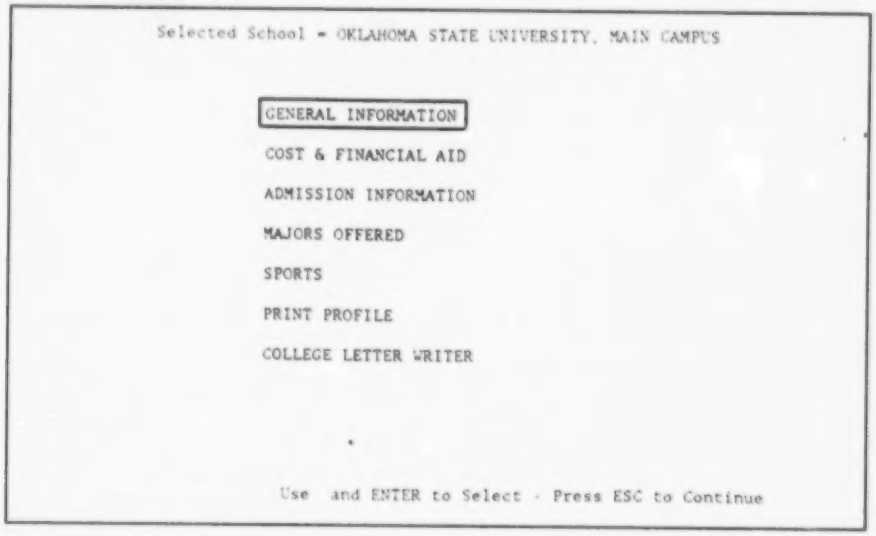

(Page 1 of 1)
There are 2 Qualified Schools to Pick from:
1594 OKLAHOMA STATE UNIVERSITY, MAIN CAMPUS STILLWATER OK
1804 TEXAS A & M UNIVERSITY COLLEGE STATION TX
Use and ENTER to Select · PgUp/PgDn to Page · ESC to Cont. · P to Print

BEST COPY AVAILABLE

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 4 ACTIVITIES

STEP 21: **Highlight "General Information" in the school menu. Press ENTER.**



STEP 22: **Use the Page Down key to explore information about Oklahoma State University (OSU).**

STEP 23: **Once you have completed exploring information about OSU, repeat the process using different selections of your choice: for example, regions, majors, states, costs, types, etc.**

STEP 24: **When you have finished using the Career Search program, turn off the monitor, computer, and printer.**

If you finish Day 4 Activities with time left over, you may begin Day 5 Activities.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 5 ACTIVITIES

On Day 5, complete the following activities:

❶ Complete Activity 5:

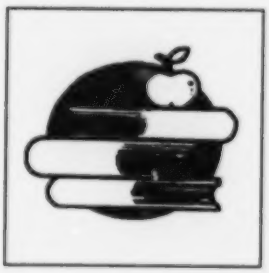
Complete a college search personalized to fit your own interests and needs;

Printout a list of schools obtained from the search;

Printout a college profile from one of the colleges on your list;

Answer questions about a college of your choice.

SUMMARY OF ACTIVITIES



Research and Reference Skills:
- Use computer database

Functional Reading Skills:
- Follow written instructions

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 5 ACTIVITIES

ACTIVITY SHEET 5

OBJECTIVE 6

You should be able to complete a personalized college search and demonstrate the ability to research information on a college of your choice.

MATERIALS

- Notebook paper (1 sheet)
- #2 Pencil (1)

PROCEDURE (Continued)

FOLLOW THESE STEPS:

STEP 1: Turn on the computer, monitor, and printer. At the C> type "START" and press ENTER.

*(NOTE: If this does not start the Career Search program, ask for help from an instructor. Make sure **NUM LOCK** is off.)*

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 5 ACTIVITIES

PROCEDURE (Continued)

STEP 2

ASSIGNMENT 2: Complete a personalized college search that fits your own interests and needs. Use the windows and function keys you used on Day 4. Complete the following by the end of class:

a) Printout the list of schools obtained from you college search;

b) Printout a college profile from one of the colleges on your list;

(NOTE: Use the menu bar located at the bottom of the screen to find printing instructions. You will turn in the printouts at the end to this TLA for evaluation. Then, your instructor will return them to you for self-check.)

c) Answer the following questions about a college of your choice on a separate piece of notebook paper. WRITE THE QUESTION AND THE ANSWER.

1. What college did you select?

2. In what region is your college located?

PROCEDURE
(Continued)

3. If given, who is the director of admissions?
4. What are the tuition costs?
5. Is financial aid available?
6. What is the admission application deadline?
7. In which city and state is the college located?
8. What is the full-time enrollment?
9. Does this school have sororities/fraternities?
10. What sports are offered at this school?

STEP 3: If you have the time, complete another college search using a different college major.

STEP 4: Turn off the monitor, computer, and printer.

If you finish Day 5 Activities with time left over, you may begin Day 6 Activities.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 6 ACTIVITIES

On Day 6, complete the following activities:

❶ Complete Activity 6:

Learn how to use the Career Search program to research AVTS programs;

Explore AVTS programs using the Career Search program;

Printout an AVTS program profile of your choice;

Answer questions about the AVTS program you choose.

SUMMARY OF ACTIVITIES

Reading Comprehension Skills:
- Gain factual information

Research and Reference Skills:
- Use computer database

Functional Reading Skills:
- Follow written instructions
- Interpret graphics and symbols

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 6 ACTIVITIES

ACTIVITY SHEET 6

OBJECTIVE 7

You should be able to use the AVTS file in the Career Search program and be able to research information on an AVTS program of your choice.

MATERIALS

- Notebook paper (1 sheet)
- #2 Pencil

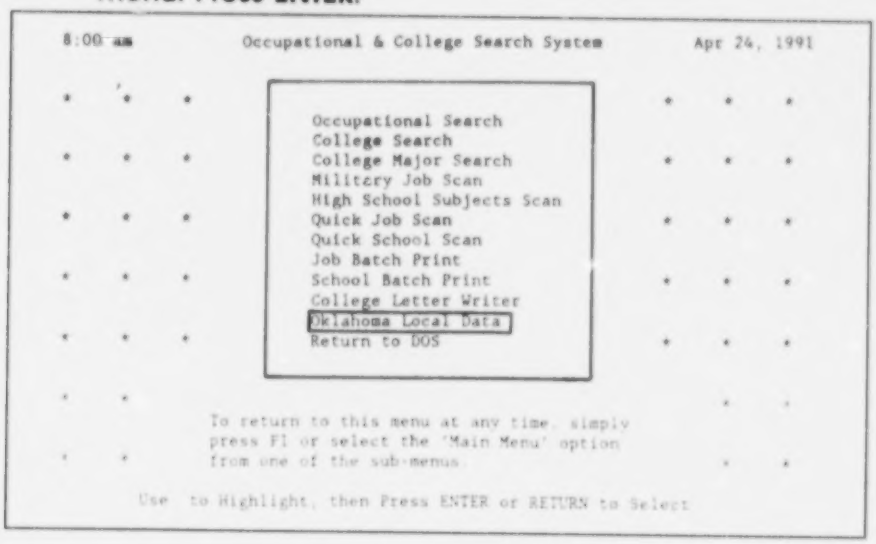
PROCEDURE

FOLLOW THESE STEPS:

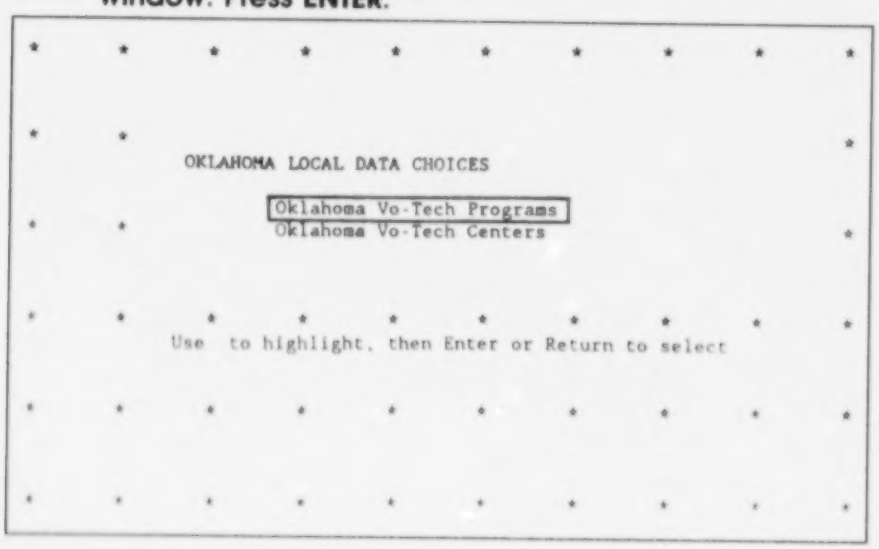
STEP 1: Turn on the computer, monitor, and printer. At the C> type **"START"** and press **ENTER**.

*(NOTE: If this does not start the Career Search program, ask for help from an instructor. Make sure **NUM LOCK** is off.)*

STEP 2: **Highlight "Oklahoma Local Data" in the Career Search main menu. Press ENTER.**


8:00 am
Occupational & College Search System
Apr 24, 1991
Occupational Search
College Search
College Major Search
Military Job Scan
High School Subjects Scan
Quick Job Scan
Quick School Scan
Job Batch Print
School Batch Print
College Letter Writer
Oklahoma Local Data
Return to DOS
To return to this menu at any time, simply
press F1 or select the 'Main Menu' option
from one of the sub-menus.
Use to Highlight, then Press ENTER or RETURN to Select

STEP 3: **Highlight "Oklahoma Vo-Tech Programs" in the Oklahoma window. Press ENTER.**


OKLAHOMA LOCAL DATA CHOICES
Oklahoma Vo-Tech Programs
Oklahoma Vo-Tech Centers
Use to highlight, then Enter or Return to select

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 6 ACTIVITIES

STEP 4: Highlight **"044 Food Management"** in the AVTS screen. Press **ENTER**.

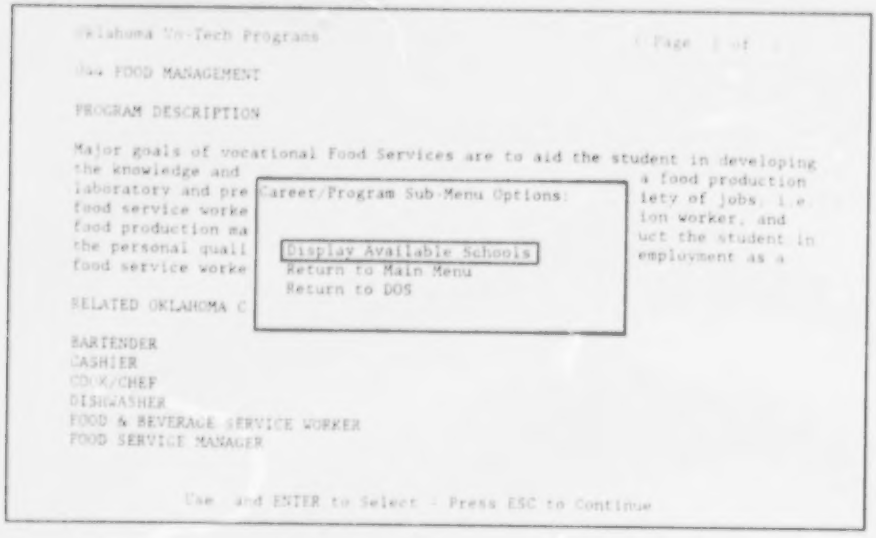
STEP 5: Use the **Page Down** key to read the program description. Notice the schools that offer this program and the related Career Search occupation(s).

```
Oklahoma Vo-Tech Programs                                    Page 1 of 1

044 FOOD MANAGEMENT

PROGRAM DESCRIPTION

Major goals of vocational Food Services are to aid the student in developing
the knowledge and skills that will facilitate the work in a food production
laboratory and prepare the student for employment in a variety of jobs, i.e.
food service worker, food service supervisor, food production worker, and
food production management.  Material is provided to instruct the student in
the personal qualities and job competencies necessary for employment as a
food service worker.

RELATED OKLAHOMA CAREER SEARCH OCCUPATIONS

BARTENDER
CASHIER
COOK/CHEF
DISHWASHER
FOOD & BEVERAGE SERVICE WORKER
FOOD SERVICE MANAGER

Use PgUp/PgDn to Page - Press / for Options - ESC to Continue - P to Print
```

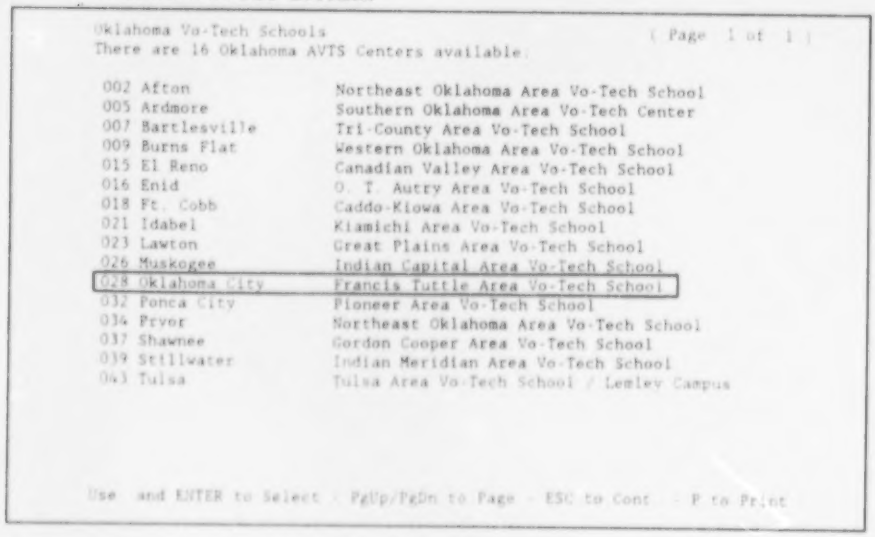
STEP 6: Press the (/) key for the submenu options.

BEST COPY AVAILABLE

STEP 7: **Highlight "Display Available Schools" in the submenu window. Press ENTER.**



STEP 8: **Highlight "028 Francis Tuttle AVTS" in the Vo-Tech School screen. Press ENTER.**


Oklahoma Vo-Tech Schools
(Page 1 of 1)
There are 16 Oklahoma AVTS Centers available:
002 Afton Northeast Oklahoma Area Vo-Tech School
005 Ardmore Southern Oklahoma Area Vo-Tech Center
007 Bartlesville Tri-County Area Vo-Tech School
009 Burns Flat Western Oklahoma Area Vo-Tech School
015 El Reno Canadian Valley Area Vo-Tech School
016 Enid O. T. Autry Area Vo-Tech School
018 Ft. Cobb Caddo-Kiowa Area Vo-Tech School
021 Idabel Kiamichi Area Vo-Tech School
023 Lawton Great Plains Area Vo-Tech School
026 Muskogee Indian Capital Area Vo-Tech School
028 Oklahoma City Francis Tuttle Area Vo-Tech School
032 Ponca City Pioneer Area Vo-Tech School
034 Pryor Northeast Oklahoma Area Vo-Tech School
037 Shawnee Gordon Cooper Area Vo-Tech School
039 Stillwater Indian Meridian Area Vo-Tech School
043 Tulsa Tulsa Area Vo-Tech School / Lemley Campus
Use and ENTER to Select - PgUp/PgDn to Page - ESC to Cont - P to Print

STEP 9: **Read the school profile for Francis Tuttle AVTS.**

```
Oklahoma Vo-Tech Schools                                    ( Page  1 of  1 )

028 SCHOOL PROFILE FOR

Name of School:          Francis Tuttle Area Vo-Tech School
Address:                 12777 North Rockwell
City:                    Oklahoma City          State: OK  Zip: 73142
Superintendent's Name:   Bruce Gray
Phone:                   (405) 722-7799

GENERAL INFORMATION

Degrees/Programs Offered                    Type:                    1 yr - 2 yr
  Career Oriented:       yes                Affiliation:             public
  Associate Degree:      yes                Calendar:                semester
Diploma/Certificate Program: yes            Enrollment:
                                               Adult (Full Time):          857
Types of Courses Offered                                (Part Time):     12,000
  Short Term:            yes                   High School:              442
  Evening Classes:       yes
  Full Time Adult:       yes                Industry/Special Training:  1,206
  Secondary:             yes

Use PgUp/PgDn to Change Pages - Press ESC to Continue - Press P to Print
```

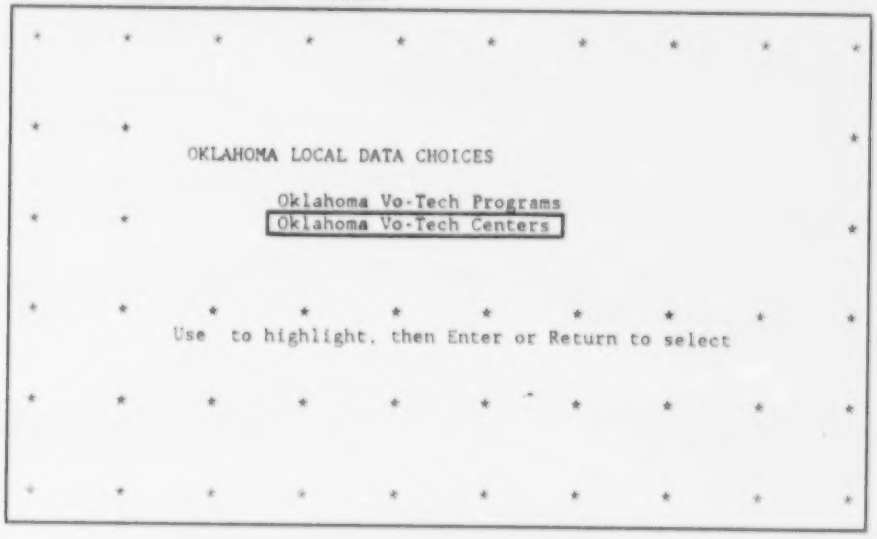
STEP 10: **Press F1 to return to the main menu.**

STEP 11: **Highlight "Oklahoma Local Data" in the Career Search main menu. Press ENTER.**

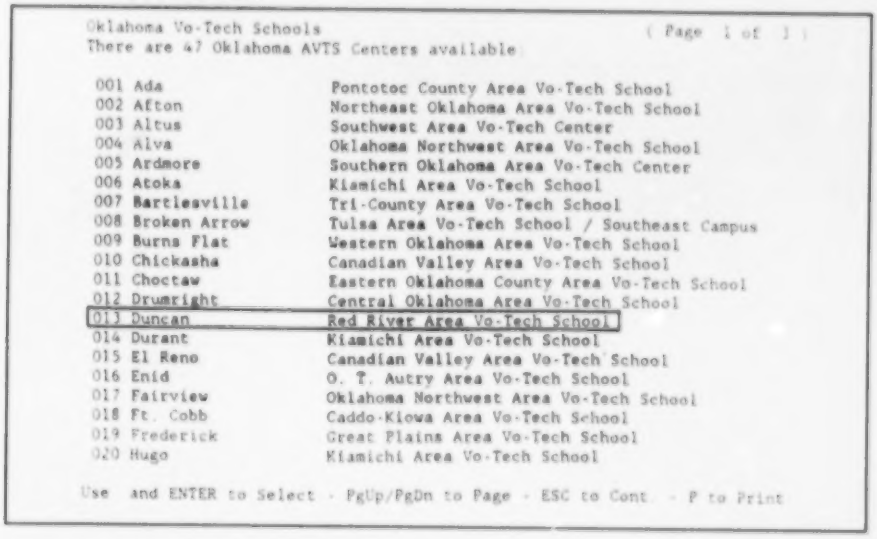
```
8:00 am          Occupational & College Search System          Apr 24, 1991

                    Occupational Search
                    College Search
                    College Major Search
                    Military Job Scan
                    High School Subjects Scan
                    Quick Job Scan
                    Quick School Scan
                    Job Batch Print
                    School Batch Print
                    College Letter Writer
                    Oklahoma Local Data
                    Return to DOS

          To return to this menu at any time, simply
          press F1 or select the 'Main Menu' option
          from one of the sub-menus.

     Use  to Highlight, then Press ENTER or RETURN to Select
```


BEST COPY AVAILABLE

STEP 12: **Highlight "Oklahoma Vo-Tech Centers" in the Oklahoma window. Press ENTER.**


OKLAHOMA LOCAL DATA CHOICES
Oklahoma Vo-Tech Programs
Oklahoma Vo-Tech Centers
Use to highlight, then Enter or Return to select

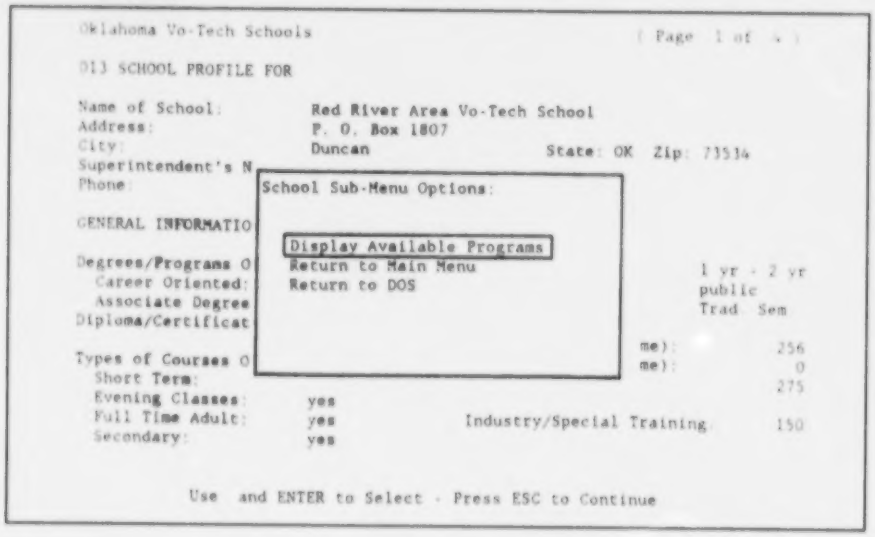
STEP 13: **Highlight "013 Red River AVTS" in the AVTS school screen. Press ENTER.**


Oklahoma Vo-Tech Schools
(Page 1 of 1)
There are 47 Oklahoma AVTS Centers available:
001 Ada Pontotoc County Area Vo-Tech School
002 Afton Northeast Oklahoma Area Vo-Tech School
003 Altus Southwest Area Vo-Tech Center
004 Alva Oklahoma Northwest Area Vo-Tech School
005 Ardmore Southern Oklahoma Area Vo-Tech Center
006 Atoka Kiamichi Area Vo-Tech School
007 Bartlesville Tri-County Area Vo-Tech School
008 Broken Arrow Tulsa Area Vo-Tech School / Southeast Campus
009 Burns Flat Western Oklahoma Area Vo-Tech School
010 Chickasha Canadian Valley Area Vo-Tech School
011 Choctaw Eastern Oklahoma County Area Vo-Tech School
012 Drumright Central Oklahoma Area Vo-Tech School
013 Duncan Red River Area Vo-Tech School
014 Durant Kiamichi Area Vo-Tech School
015 El Reno Canadian Valley Area Vo-Tech School
016 Enid O. T. Autry Area Vo-Tech School
017 Fairview Oklahoma Northwest Area Vo-Tech School
018 Ft. Cobb Caddo-Kiowa Area Vo-Tech School
019 Frederick Great Plains Area Vo-Tech School
020 Hugo Kiamichi Area Vo-Tech School
Use and ENTER to Select - PgUp/PgDn to Page - ESC to Cont - P to Print

STEP 14: **Read the school profile for Red River AVTS.**

STEP 15: **Press the (/) key for the submenu options.**

STEP 16: **Highlight "Display Available Programs" in the submenu. Press ENTER.**



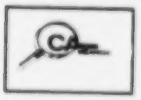
STEP 17: **Highlight "013 Banking and Financial Services" in the AVTS screen. Press ENTER.**

```
Oklahoma Vo-Tech Programs                                    ( Page  1 of  1 )
There are 19 Career Programs available:

 004 AIR CONDITIONING & REFRIGERATION
 010 AUTO BODY
 011 AUTO MECHANICS
 013 BANKING & FINANCIAL SERVICES
 015 BUSINESS AND OFFICE EDUCATION
 017 CARPENTRY
 021 COMMERCIAL ART
 034 DIESEL MECHANICS
 035 DRAFTING (MECHANICAL & CAD)
 037 ELECTRICITY
 039 ELECTRONICS
 041 FARM BUSINESS MANAGEMENT
 059 MACHINE SHOP
 061 MASONRY
 071 PRACTICAL NURSING
 073 PRINTING/GRAPHIC ARTS
 078 SMALL BUSINESS MANAGEMENT
 079 SURGICAL TECHNOLOGY
 084 WELDING

Use  and ENTER to Select - PgUp/PgDn to Page - ESC to Cont  - P to Print
```

STEP 18: **Read the program description and notice the related Career Search occupations and schools that offer this program.**

```
Oklahoma Vo-Tech Programs                                    ( Page  1 of  2 )

013 BANKING & FINANCIAL SERVICES


PROGRAM DESCRIPTION

This course develops skills necessary for employment in banking and financial
institutions.  It is designed to teach fundamental principles of elementary
accounting, personal money management, filing, office equipment, banking
principles, security procedures, customer relations, and related core
subjects.  Students will perform applications in loan processing, credit
filing, and other areas as well as become familiar with the different forms
and procedures commonly found in most banks and savings and loans.  The use
of the computer and other specialized equipment will be integrated into the
course as it applies to banking and financial needs.  Banking and Financial
Service is a one-year course available to juniors and seniors at the area
vo-tech schools.




Use PgUp/PgDn to Page - Press / for Options - ESC to Continue - P to Print
```

BEST COPY AVAILABLE



STEP 19: Press F1 to return to the main menu.

STEP 20: ASSIGNMENT 3: Use the procedures you used above to explore AVTS schools and programs of your choice. Complete the following by the end of class:

a) Printout the AVTS program profile of your choice;

b) Printout the AVTS school of your choice;
(NOTE: Use the menu bar located at the bottom of the screen to find printing instructions. You will turn in the printouts at the end to this TLA for evaluation. Then, your instructor will return them to you for self-check.)

c) Answer the following questions about the AVTS program and school you chose on a separate sheet of notebook paper. WRITE THE QUESTION AND THE ANSWER ON THE PAPER.

1. Which AVTS program did you select?
2. Which AVTS school did you select?
3. List 3 Career Search occupations related to your program?
4. list 2 schools that offer this program.
5. Who is the superintendent at the AVTS you selected?
6. List 3 programs offered at that AVTS.
7. What is the full-time tuition cost?
8. Is financial aid available?
9. Why did you select this AVTS program?
10. What do the initials AVTS represent?

STEP 21: After you complete this assignment, turn off the monitor, computer, and printer.

If you finish Day 6 Activities with time left over, you may begin Day 7 Activities.

TECHNOLOGY EDUCATION CAREER SEARCH

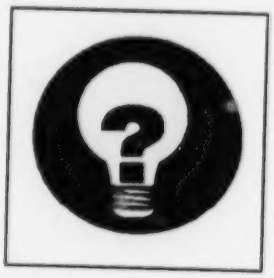
DAY 7 ACTIVITIES

On Day 7, complete the following activities:

1. Complete Activity 7:

   Complete a Plan of Action form.

SUMMARY OF ACTIVITIES



- Develop an action plan

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 7 ACTIVITIES

ACTIVITY SHEET 7

OBJECTIVE 8

You should be able to develop a plan of action concerning a career you researched using the Career Search program. The plan of action includes helpful school subjects, education possibilities, skills, and a time-line for reaching career goals.

MATERIALS

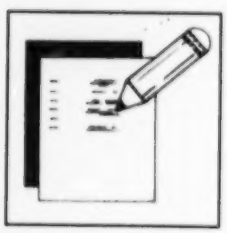
- #2 Pencil
- Plan of Action form

PROCEDURE

FOLLOW THESE STEPS:

STEP 1: Get a student copy of the Plan of Action form from your instructor (a sample Plan of Action form appears on the next page).

STEP 2: Complete the Plan of Action form.



If you finish Day 7 Activities with time left over, you may begin Day 8 Activities.

SAMPLE PLAN OF ACTION FORM

Student Name: _____ Date: _____

Career Goal: _____

I. School subjects helpful in preparing for this occupation:
   1.
   2.
   3.
   4.
   5.

II. Educational/training plan:

	YES	NO
1. Attend four-year college or university.	___	___
2. Attend two-year college.	___	___
3. Pursue technical or special career training.	___	___
4. Enter armed services.	___	___
5. Secure employment after graduation.	___	___
6. Secure employment but not graduate.	___	___

III. Skills to obtain in reaching goal:
   1.
   2.
   3.
   4.
   5.

IV. Develop time-line for obtaining goal:

   1. (Short-term goal) What can I do this year?
      a. Skills
      b. Education/training

   2. What can I do in high school?
      a. Skills
      b. Education/training

   3. (Long-term goal) What can I do after high school?
      a. Skills
      b. Education/training

TECHNOLOGY EDUCATION CAREER SEARCH

On Day 8, complete the following activities:

1. Complete Activity 8:

   Create a letter to a college of your choice.

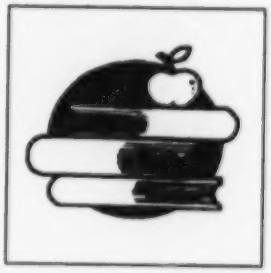
2. Read Impact Statements

3. Complete Posttest

4. Turn in your Pretest, Posttest, study questions, spelling test, and Plan of Action.

DAY 8 ACTIVITIES

SUMMARY OF ACTIVITIES



Research and Reference Skills:
- Use computer database

Functional Reading Skills:
- Follow written instructions

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 8 ACTIVITIES

ACTIVITY SHEET 8

OBJECTIVE 9

You should be able to use the Career Search program to create a letter requesting information from a college of your choice.

MATERIALS

- Computer score card or sheet
- #2 Pencil

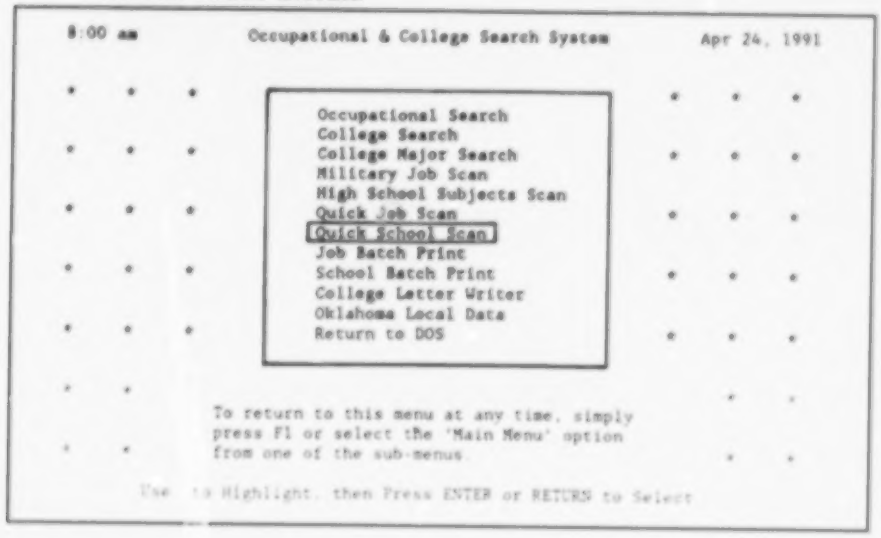
PROCEDURE

FOLLOW THESE STEPS:

STEP 1: Turn on the computer, monitor, and printer. At the C> type "START" and press ENTER.

*(NOTE: If this does not start the Career Search program, ask for help from an instructor. Make sure **NUM LOCK** is off.)*

STEP 2: **Highlight "Quick School Scan" from the Career Search main menu. Press ENTER.**


8:00 am
Occupational & College Search System
Apr 24, 1991
Occupational Search
College Search
College Major Search
Military Job Scan
High School Subjects Scan
Quick Job Scan
Quick School Scan
Job Batch Print
School Batch Print
College Letter Writer
Oklahoma Local Data
Return to DOS
To return to this menu at any time, simply press F1 or select the 'Main Menu' option from one of the sub-menus.
Use ↑↓ to Highlight, then Press ENTER or RETURN to Select

STEP 3: **Highlight a region of your choice from the "Region" window. Press ENTER.**

STEP 4: **Highlight a state of your choice from the "State" window. Press ESC.**

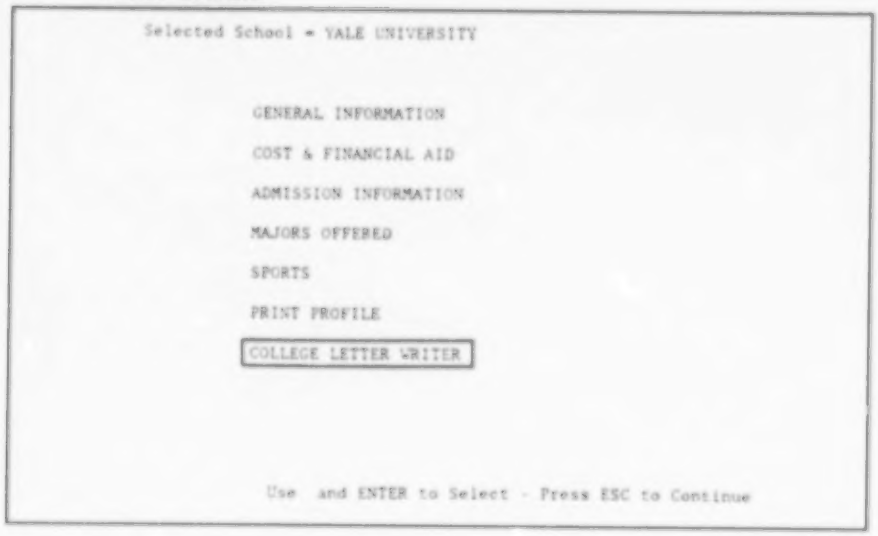
STEP 5: **Highlight a college of your choice from the "Quick Scan" screen.**

BEST COPY AVAILABLE

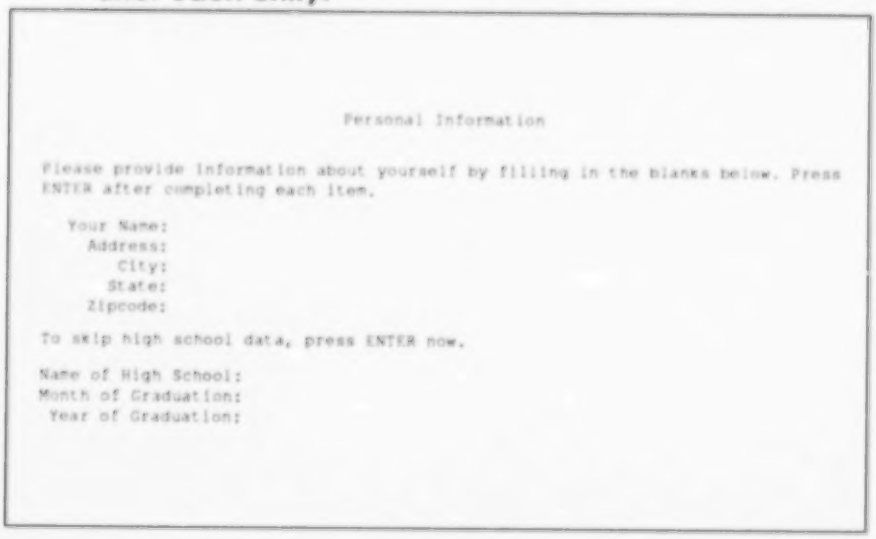
TECHNOLOGY EDUCATION CAREER SEARCH

DAY 8 ACTIVITIES

STEP 6: **Highlight "College Letter Writer" from the school main menu. Press ENTER.**

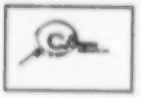


STEP 7: **Follow instructions as they appear on the screen. Press ENTER after each entry.**



TECHNOLOGY EDUCATION CAREER SEARCH

DAY 8 ACTIVITIES



STEP 8: Continue to follow the instructions as they appear on the screen. Print a letter to the college you chose.

STEP 9: Turn off the monitor, computer, and printer.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 8 ACTIVITIES

ENVIRONMENTAL IMPACT

The career you choose can have direct and indirect effects on the environment. Careers that affect the environment directly could be forest rangers, wildlife conservationists, or agricultural workers. These careers would put you in direct contact with the environment through work with forests, wildlife, and crops. Careers that affect the environment indirectly could be engineers, lawyers, or architects. These careers affect the environment indirectly: as an engineer you could design environmentally safe equipment; as a lawyer you could help fight for environmental issues in court; as an architect you could design structures that do not harm the environment.

SOCIAL/CULTURAL IMPACT

The places you work put you in contact with other people. Some careers require that you work with more people than other careers. For example, a social worker must work with more people each day on a personal level than an accountant. The career you choose can put you in contact with many people each day or just a few people each day; with people on a casual level or a professional level. You need to choose a career that fits the way you like to deal with people.

The career you choose can also have social effects you cannot see. For example, if you choose to become an engineer and you design a new way for people to reach each other over long distances, you will affect the social lives of people you do not even know.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 8 ACTIVITIES

ECONOMIC IMPACT

Career choices can have an economic effect on yourself and others. Career choices affect your ability to earn a living, and some careers provide a higher average income than other careers. For example, lawyers tend to make more money each year than newspaper deliverers. So your career choice has an economic effect on you.

Career choices can also have an economic effect on others. For example, if you become a scientist and you develop a new fuel that is cheaper and more efficient than gasoline, people would spend less money on fuel each year.

POLITICAL IMPACT

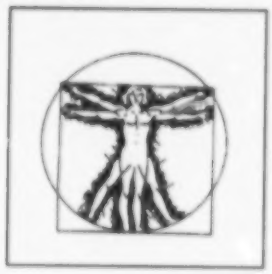
Your job may reflect your political views. For example, if you choose to be a writer for a magazine, you need to choose some magazines where you would like to work. Some magazines support liberal or conservative political views. If you work for one of those magazines you will be associated with the views of the magazine. In that way your job has political implications.

TECHNOLOGY EDUCATION CAREER SEARCH

DAY 8 ACTIVITIES

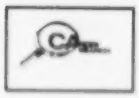
ERGONOMIC IMPACT

If you choose a career that involves the development or design of products that people will use, you will be involved with ergonomics. Ergonomics is designing products and systems that are comfortable for people to use and that fit their needs. For example, if you choose to become a carpenter, you would design practical and comfortable products instead of uncomfortable products that nobody will use.



TECHNOLOGY EDUCATION CAREER SEARCH

DAY 8 ACTIVITIES



POSTTEST

INSTRUCTIONS

You will need a computer scan sheet or card to record your answers to the following Posttest. Be sure to write your name, the title of the TLA, the date, and the class period on the computer scan sheet or card using a #2 pencil. Use rows 16-25 to record the answers to the Posttest. If your answers will be hand-scored, use a blank sheet of notebook paper to record your answers and number your answers 16-25.

SPELLING TEST INSTRUCTIONS

Use rows 26-35 on the test card. If the word is spelled correctly, mark (a) on the computer score sheet or card. If the word is spelled incorrectly, mark (b) on the test card. Be sure to use a #2 pencil and make your marks dark. If your answers will be hand-scored, use a blank sheet of notebook paper to record your answers and number your answers 26-35.

(a) correct (b) incorrect

Get Posttest Questions from your instructor.

If you complete Day 8 Activities with time left over, you may complete a Skunk Works Activity.

TECHNOLOGY EDUCATION CAREER SEARCH

SKUNK WORKS

BACKGROUND

The term *Skunk Works* comes from an engineering division of the 3M Company. In the late 1960s, a group of engineers at 3M wanted to design a new product, but the managers of the company would not give them the money for research. So they decided to design the product anyway, then try to convince the company to market it. Wnenever the engineers could grab a few extra minutes from their regular assignments, they worked on the new product. In early 1969 they presented it to the marketing division of 3M, and the company has been selling it ever since. The product: Velcro fasteners.

SKUNK WORKS CHALLENGE

Your challenge in this Skunk Works is to write a Letter of Introduction for a job and to fill out an application form for that job.

MATERIALS

- Pencil
- Notebook paper (1 sheet)
- Application form

TECHNOLOGY EDUCATION CAREER SEARCH

SKUNK WORKS

PROCEDURE

FOLLOW THESE STEPS:

STEP 1: Write a 3-paragraph letter to a possible employer. The first paragraph should be an introduction describing the job you are interested in, when you will be available to begin work, and why you want that specific job.

The second paragraph should describe your personal history. Here you tell the employer what makes you qualified for the job you want. List any previous experience or related experience that has helped prepare you for the job. For example, if you are trying to get a job as a paper boy, you can indicate any previous experience delivering papers or handling money.

The third paragraph is where you actually ask for the job. You have said that you want a job and shown why you are qualified, now the employer must decide whether or not you will receive the position.

TECHNOLOGY EDUCATION CAREER SEARCH

SKUNK WORKS

PROCEDURE
(Continued)

FOLLOW THESE STEPS:

STEP 2: Get a copy of an application form from your instructor. A sample application form appears on the next four pages.

STEP 3: After you finish your letter and fill out the form, hand both items to your instructor for evaluation.

TECHNOLOGY EDUCATION CAREER SEARCH

SKUNK WORKS

APPLICATION FOR EMPLOYMENT

Prospective employees will receive consideration without discrimination because of race, creed, color, sex, age, national origin or handicap.

PERSONAL

Last Name First Middle	Date
Street Address	Home Phone ( ) —
City, State, Zip	Business Phone ( ) —
Have you ever applied for employment with us? ☐ Yes ☐ No If Yes: Month and Year _____ Location _____	Social Security No.
Position Desired	Pay Expected
Apart from absence for religious observance, are you available for full time work? ☐ Yes ☐ No If not, what hours can you work? _____	Will you work overtime if asked? ☐ Yes ☐ No
Are you legally eligible for employment in the United States?	When will you be available to begin work? _____
Other special training or skills (languages, machine operation, etc.)	
How did you learn of our organization?	

EDUCATION

SCHOOL	NAME AND LOCATION OF SCHOOL	COURSE OF STUDY	NO. OF YEARS COMPLETED	DID YOU GRADUATE?	DEGREE OR DIPLOMA
College				☐ Yes ☐ No	
High				☐ Yes ☐ No	
Elementary				☐ Yes ☐ No	
Other				☐ Yes ☐ No	

MEMBERSHIP IN PROFESSIONAL OR CIVIC ORGANIZATIONS
(Exclude those which may disclose your race, color, religion or national origin)

© Copyright 1981, 1985 - SELECTFORM, INC. Box 3048, Freeport, NY 11520

FORM 22 — Printed in U.S.A.

Used with permission of Selectform, Inc.

BEST COPY AVAILABLE

TECHNOLOGY EDUCATION CAREER SEARCH

SKUNK WORKS

EMPLOYMENT

Please give accurate, complete full time and part time employment record. Start with present or most recent employer.

1

Company Name
Telephone ( ) -
Address
Employed (State Month and Year)
From To
Name of Supervisor
Weekly Pay
Start Last
State Job Title and Describe Your Work
Reason for Leaving

2

Company Name
Telephone ( ) -
Address
Employed (State Month and Year)
From To
Name of Supervisor
Weekly Pay
Start Last
State Job Title and Describe Your Work
Reason for Leaving

3

Company Name
Telephone ( ) -
Address
Employed (State Month and Year)
From To
Name of Supervisor
Weekly Pay
Start Last
State Job Title and Describe Your Work
Reason for Leaving

4

Company Name
Telephone ( ) -
Address
Employed (State Month and Year)
From To
Name of Supervisor
Weekly Pay
Start Last
State Job Title and Describe Your Work
Reason for Leaving

5

Company Name
Telephone ( ) -
Address
Employed (State Month and Year)
From To
Name of Supervisor
Weekly Pay
Start Last
State Job Title and Describe Your Work
Reason for Leaving

We may contact the employers listed above unless you indicate those you do not want us to contact.

DO NOT CONTACT

Employer Number (s) _____ Reason _____

BEST COPY AVAILABLE

MILITARY

COMPLETE THIS SECTION IF YOU SERVED IN THE U.S. ARMED FORCES	Branch of Service
Describe your duties and any special training	Period of Active Duty (Month & Year) From To
	Rank at Discharge
	Date of Final Discharge

DO NOT ANSWER ANY QUESTION IN THIS SECTION UNLESS THE BOX IS CHECKED

If the employer has checked the box next to the question, the information requested is needed for a legally permissible reason, including, without limitation, national security considerations, a legitimate occupational qualification or business necessity. The Civil Rights Act of 1964 prohibits discrimination in employment because of race, color, religion, sex or national origin. Federal law also prohibits discrimination on the basis of age with respect to certain individuals. The laws of most States also prohibit some or all of the above types of discrimination as well as some additional types such as discrimination based upon ancestry, marital status or physical or mental handicap or disability.

☐	Provide dates you attended school: Elementary: From To	☐ Height _____ Ft. _____ In.
☐	High From To College From To	☐ Weight _____ Lbs.
☐	Other (give name and dates)	☐ Sex ☐ Male ☐ Female
☐	Marital Status ☐ Single ☐ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed	☐ Date of Marriage ☐ Are you a U.S. Citizen? ☐ Yes ☐ No
☐	What was your previous address?	☐ How long at present address? _____ Years
	Are you over 18 years of age? ☐ Yes ☐ No If not, employment is subject to verification of minimum legal age	☐ How long at previous address? _____ Years
☐	Have you ever been bonded? ☐ Yes ☐ No If Yes, with what employers? _____	
☐	Have you been convicted of a crime in the past ten years, excluding misdemeanors and summary offenses, which has not been annulled, expunged or sealed by a court? ☐ Yes ☐ No If Yes, describe in full.	
☐	State names of relatives and friends working for us other than your spouse.	
☐	Have you received Workmen's Compensation or Disability income payments? ☐ Yes ☐ No If Yes, describe	
☐	Have you physical defects which preclude you from performing certain jobs? ☐ Yes ☐ No If Yes, describe limitation.	
☐	_____	

SIGNATURE

The information provided in the Application for Employment is true, correct and complete. If employed, any misstatement or omission of fact on this application may result in my dismissal.

I understand that acceptance of an offer of employment does not create a contractual obligation upon the employer to continue to employ me in the future.

If you decide to engage an investigative consumer reporting agency to report on my credit and personal history I authorize you to do so. If a report is obtained you must provide, at my request, the name and address of the agency so I may obtain from them the nature and substance of the information contained in the report.

_____ Date

_____ Signature

BEST COPY AVAILABLE

TECHNOLOGY EDUCATION CAREER SEARCH

SKUNK WORKS

FOR EMPLOYER'S USE ONLY

REFERENCE CHECK

EMPLOYER	PERSON CONTACTED	RESULTS
1		
2		
3		
4		
5		

TEST RESULTS

TESTS ADMINISTERED	RAW SCORE	RATING	ANALYSIS AND COMMENTS

INTERVIEW RESULTS

INTERVIEWER NAME AND COMMENTS

SELECTFORM, INC. believes that the information solicited from the applicant which lies outside the special section on page 3 is in full compliance with all Federal and State equal employment laws and with the Fair Credit Reporting Act. We do not assume responsibility for the user's inclusion in this "Application for Employment" of any question which may violate Federal, State or local laws and users should consult their own counsel with respect to any legal questions concerning the use of this form.

Used with permission of Selectform, Inc.

BEST COPY AVAILABLE

OKLAHOMA
TSA